

***Parent and Student Satisfaction in the
High School Transition Process:
Survey Analysis and Recommendations***

Prepared for
the Cambridge School Committee,
the Cambridge Public School Department,
and the City of Cambridge

Prepared by Dashiell Massey,
The Mayor's High School Transition Initiative

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Executive Summary

The Mayor's High School Transition Initiative conducted research into the transitioning process from Cambridge's public elementary schools to Cambridge Rindge and Latin School (CRLS), the city's public high school. The purpose of this enquiry was to investigate the experiences of people in various stages of that process: current CRLS students and their parents, who had completed the transition, and rising freshman and their parents, who were in the midst of it.

Four surveys were created to target each of those four demographics. They were then sent out to approximately 1,600 parent-student pairs. Four hundred and two surveys were returned, mostly in pairs but some alone. In the end, the opinions of 139 current CRLS parents, 128 current CRLS students, 70 freshman parents, and 65 freshman students were all compiled and analyzed.

The results indicate that people are relatively satisfied with the process but many feel that one aspect or another needs improvement. The general trend is that people feel that there is a lack of continuity between the elementary school experience and the high school experience. This, they say, is what causes the transition problems.

Given the results of the survey, I recommend that the school department work toward closing the gap between middle school academics and the rigor of high school. This can be done through the creation of general academic expectations for all 7th and 8th grade classes throughout the city of Cambridge more in line with what should be expected at the high school level. Additionally, the school department should work on improving communication with families about CRLS while also recognizing that the main source of information among families is other families. The school department must work with families if progress is to be made.

Introduction

The city of Cambridge boasts twelve K-8 elementary schools, all feeding into one big high school: Cambridge Rindge and Latin (CRLS). There are many changes in this transition to CRLS: a larger student body, more academic independence, a larger school, a more bureaucratic administration, etc. Additionally, each elementary school has different strengths, meaning that CRLS freshmen come together with very different educational backgrounds.

The purpose of this inquiry, conducted by the Mayor's High School Transition Initiative and funded in collaboration by the Mayor's Office, the Office of the Deputy Superintendent, and the Mayor's Summer Youth Employment Program, was to study the experience of these 400+ students who each year transition from elementary school to CRLS. I was particularly interested in the satisfaction of parents and students, both in the midst of the transition process and post-transition, and the factors that may be involved in that satisfaction.

Project Deliverables

In submitting this report, I am delivering the following to the Cambridge School Committee, the Cambridge School Department, and the Mayor's Office:

- This report, including:
 - The original questionnaire templates (Appendices A-D)
 - Tabulations of the responses (Appendices E-H)
 - Selected cross-tabulations (Appendices I-L)
 - A collection of all write-in comments (Appendices M-P)
 - A summary of the write-in comments (Appendices Q-T)
- The four hundred and two (402) returned surveys (in binders)
- Excel spreadsheets for each questionnaire, with coded results and code keys for possible future data analysis (on CD)

Methods

Four surveys were created, each targeted at a different audience:

- **The Current CRLS Student (CCS) Survey** aimed at rising sophomores, juniors, and seniors at CRLS
- **The Current CRLS Parent (CCP) Survey** aimed at the parents/guardians of rising CRLS sophomores, juniors, and seniors.

- **The Freshman Student (FS) Survey** aimed at the rising freshman class of 2009 (Graduating Class of 2013)
- **The Freshman Parent (FP) Survey** aimed at the parents/guardians of the rising freshman class of 2009

Each survey covered topics related to the transition including comfort level with the transition, satisfaction with the transition, and knowledge about block scheduling, administrators, and College Prep/Honors classes.

These surveys can be referred to in Appendices A-D.

I met with several members of the community (parents, students, administrators, etc.) to get feedback on drafts of the surveys to ensure that the results received from the survey would be informative. Dr. Turk procured mailing labels from the School Department, which enabled me to mail out the surveys to every family with a child registered to attend CRLS in the fall of 2009.

Surveys were numbered when returned for coding purposes, rather than prior to mailing, which could have compromised anonymity. Parent/child surveys returned in the same envelope were given the same number so that they could be paired. Multiple-choice answers were coded and additional comments were both recorded in full and summarized in a table. For several questions, respondents did not follow instructions and selected multiple answers. The following rules were used in coding these responses:

- If the answer choices provided respondents with a scale, their response was rounded up.
- If the answer choices were not arrayed in a scale, the response was declared an error and coded "E."
- For questions regarding dates, answers were rounded to the earliest date.

Results and Discussion

The Current CRLS Parent (CCP) Survey

For the original questionnaire, refer to Appendix A. For tabulations of individual questions, refer to Appendix E. For selected cross-tabulations, refer to Appendix. For the full-text of write-in comments, refer to Appendix M. For summaries of the write-in comments, refer to Appendix Q.

The Respondents

One hundred and thirty-nine (139) parents/guardians of current CRLS students responded to the survey, of the approximately 1,200 surveys mailed to this population (roughly an

11.5% response). A slight plurality of them were parents of rising sophomores (38%), but they were for the most part equally split among the grades: 32% were parents of rising juniors and 29% parents of rising seniors. (1 respondent did not answer the question.) Only 20 of the respondents (14 %) were male (115 were female, and 4 did not disclose their gender). Ninety (65%) were Caucasian.

Communication and Dissemination of Information

The greatest number of respondents rated both the quantity and quality of information about CRLS provided by the school department as “adequate”: 40% for quantity and about 39% for quality. For quantity, 2% rated it “very poor” as compared to the 12% who rated it “very good.” Similarly, 3% rated the quality “very poor,” while 9% rated it “very good.”

14% of respondents reported that only “a few” of their questions about CRLS had been answered, while 42% (the plurality) reported that “most of them” had been answered. However, 44% of respondents reported their main source of information as current CRLS families, as opposed to the 20% that named the school department. Only 4% said that their child’s elementary school was their main source of information.

As for understanding the roles of administrators, 84% said that they understood what their child’s guidance counselor’s role was, whereas those numbers were significantly lower for dean of curriculum and dean of students (24% and 35%, respectively). About half said that they understood the job done by the principal. Additionally, parents did not seem to feel that relationships with their child’s deans were important: 66% said they did not feel it was important to have a good relationship with their child’s dean of curriculum, and 58% said the same about the dean of students.

Comfort Level

42% of parents reported that prior to sending their child to CRLS, they were “comfortable” with that choice. The greatest number of them (35%) cited academics as their primary concern, with peer and safety tied for second (12% each). However, this question also garnered 38 errors (27%), indicating that many people had multiple concerns that they were torn between.

45% said that their child was “confident” about entering CRLS as a freshman. In terms of preparation for high school, 45% reported being “confident” about their child’s ability to keep up with the increased rigor. Additionally, the plurality stated they continue to feel this way after the fact (i.e. they feel that their child was adequately prepared for the level of math, science, history, and English that they went into).

Several cross-tabulations were compiled, showing the correlation between comfort and other factors. Thirty-three people rated their comfort level as “very comfortable” (the

highest rating). That rating broke down along race lines: those 33 respondents represent 30% of Caucasian respondents (27 individuals), 5% of African American respondents (1 individual), 16% of Multi-Racial Non-Hispanic respondents (1 individual), 16% of Hispanic respondents (1 individual), and 9% of Asian respondents (1 individual).

The results were less definitive when looking for a correlation between comfort level and visits to CRLS. Of the 139 respondents, 118 said that they had visited CRLS. The plurality of them (51 individuals) said that they felt “comfortable,” while the number of those who felt “very comfortable” was equal to those who felt “somewhat comfortable” (27 individuals).

A similar lack of a clear pattern is seen in the cross-tabulation of comfort level and attendance at CRLS events (dance shows, plays, games, etc.). 23% of respondents who had attended multiple events (13 individuals) said that they felt “very comfortable,” while 24% of respondents who had not attended a single event (12 individuals) also felt “very comfortable.”

Satisfaction

The write-in comments provide many insights into the satisfaction level of parents. The two most popular positive comments were satisfaction with their child’s guidance counselor (9 parents) and overall satisfaction with the experience (8 parents). The two most popular negative comments were regarding uneven teaching staff (9 parents), and dissatisfaction with block scheduling (8 parents). Six of the eight parents who complained about block scheduling said that the particular problem was discontinuity in foreign language classes.

As might be expected, a positive transition appears to be correlated to a positive experience at CRLS overall. Of the 56 individuals who said that their transition had been “very good,” 27% said that their overall experience was “good,” while the other 73% said that it was “very good.” Similarly of the 9 individuals who said that their transition was “poor,” not one said that their experience was “very good.” While this correlation is not particularly unexpected, it does show the importance of improving the transition process for those who are being underserved because a poor transition has long-lasting effects on the overall experience.

Improving the Transition

When asked how to improve the transition for the future, 65% stated that they would have liked to attend a question and answer session with current students, parents, and faculty. They were not particularly interested in any of the other suggestions. Additionally, about 39% said that informational session should be held throughout 8th grade year.

Write-in comments from this population suggested that the existing 8th grade parent night needed student perspectives, in addition to administrators. Additionally, they suggested that elementary school students be more heavily encouraged to attend events (plays, dance performances, athletic events, etc.) and that more uniformity was needed between the middle school curriculum and expectations and those of CRLS classes. One parent also suggested that high school teachers provide feedback to 8th grade teachers on their recommendations regarding College Prep vs. Honors classes.

The Current CRLS Student (CCS) Survey

For the original questionnaire, refer to Appendix B. For tabulations of individual questions, refer to Appendix F. For selected cross-tabulations, refer to Appendix J. For the full-text of write-in comments, refer to Appendix N. For summaries of the write-in comments, refer to Appendix R.

The Respondents

One hundred and twenty-eight (128) current CRLS students responded to the survey, of the approximately 1,200 surveys mailed to this population (roughly a 10.6% response). The plurality of them were rising sophomores (41%), while 30% were rising juniors, and 29% were rising seniors. Additionally, Learning Community C was overrepresented, while Learning Community S was underrepresented. 57% were female, while 41% were male (2% did not wish to disclose their gender). Seventy-two (56%) were Caucasian.

Communication and Dissemination of Information

The greatest number of respondents rated both the quantity and quality of information about CRLS provided by the school department as “adequate”: 45% for quantity and 39% for quality. For quantity, 2% rated it “very poor” as compared to the 7% who rated it “very good.” Similarly, 2% rated the quality “very poor,” while 9% rated it “very good.”

11% of respondents reported that only “a few” of their questions about CRLS had been answered, while 41% (the plurality) reported that “most of them” had been answered. However, like their parents, about 40% of respondents reported their main source of information as current CRLS families, as opposed to the 10% that named the school department. 23% said that their elementary school was their main source of information, significantly more than their parents reported.

As for understanding the roles of administrators, 88% said that they understood what their guidance counselor’s role was, whereas those numbers were lower for dean of curriculum and dean of students (44% and 61%, respectively). This differed from their parents in that the plurality of student did understand the role played by the dean of students. About 54% said that they understood the job done by the principal. Additionally, students did not seem to feel that relationships with their dean of

curriculum or principal were important: 59% said they did not feel it was important to have a good relationship with their dean of curriculum, and 66% said the same about the principal. However, the plurality of students did feel that their relationships with their dean of students and guidance counselor were important: 66% and 88%, respectively, felt that their relationships with those administrators were important.

Comfort Level

36% of students reported that prior to attending CRLS, they were “comfortable” with that choice. The greatest number of them (38%) cited their peers as their primary concern, with academics as a close second (31%). Unlike with parents, this question garnered only 10 errors (8%), meaning that only 10 individuals felt that they had two equally strong concerns.

In terms of preparation for high school, 42% reported being “confident” about their ability to keep up with the increased rigor. Additionally, the plurality stated they continue to feel this way after the fact (i.e. they feel adequately prepared for the level of math, science, history, and English that they went into).

As with the CCP survey, several cross-tabulations were compiled to show the correlation between comfort and other factors. Twenty-two people rated their comfort level as “very comfortable” (the highest rating). That rating was less divided between races than it was for parents: those 22 respondents represent 11% of Caucasian respondents (8 individuals), 26% of African American respondents (5 individual), 100% of Native American respondents (1 individual), 20% of Multi-Racial Non-Hispanic respondents (1 individual), 16% of Hispanic respondents (1 individual), and 25% of Asian respondents (4 individual).

As with their parents, the students also seem to have a weak correlation between their comfort level and visits to CRLS. Of the 128 respondents, 99 said that they had visited CRLS. 18% of them said that they felt “very comfortable” while 14% of the 29 who had not visited felt the same way. Additionally, the plurality in each category felt “comfortable” (33% of those who had visited and 49% of those who had not).

A cross-tabulation of comfort level and attendance at CRLS events (dance shows, plays, games, etc.) shows a similar picture. The plurality of respondents who had attended multiple events (41%) felt “comfortable,” but in that same grouping 20% felt “uncomfortable” and 20% felt “very comfortable.” This seems to indicate that visits to CRLS do not have a positive correlation with comfort level. This leads me to wonder if in fact visits to CRLS had a negative impact on the 20% of visitors who felt “uncomfortable.”

Satisfaction

The current CRLS students were more reticent with their write-in comments than their parents. The most popular comment expressed dissatisfaction with guidance counselors (4 students). Other comments included general satisfaction and satisfaction with the English department (2 students).

As could be expected, a positive transition appears to be correlated to a positive experience at CRLS overall. Of the 39 individuals who said that their transition had been “very good,” 67% said that their overall experience was “very good,” 31% said that their experience was “good,” and only 2% said that their experience was “neutral.” Surprisingly, of the 5 individuals who said that their transition was “poor,” 2 said that their experience was “very good.” However, this does not detract from the importance of improving the transition as a way to improve the overall high school experience.

Improving the Transition

When asked how to improve the transition for the future, 55% stated that they would have liked to have gone on a student-led tour of CRLS. They were not particularly interested in any of the other suggestions. Additionally, about 31% said that informational session should be held throughout 8th grade year.

Write-in comments from this population suggested that students be able to ask questions at informational sessions and all rising freshmen should have the opportunity to meet one another before freshman year started in September. They also thought that it would be helpful to have high school students visit elementary schools to talk about the CRLS experience, particularly in regards to balancing the academic, athletic, and social lives. One individual suggested that the students in the Students Teaching and Advocating Respect (STARS) program should create a video about daily life at CRLS to present to 8th grade students.

The Freshman Parent (FP) Survey

For the original questionnaire, refer to Appendix C. For tabulations of individual questions, refer to Appendix G. For selected cross-tabulations, refer to Appendix K. For the full-text of write-in comments, refer to Appendix O. For summaries of the write-in comments, refer to Appendix S.

The Respondents

Seventy (70) parents/guardians of rising freshmen responded to the survey, of the approximately 400 surveys mailed to this population (roughly a 17.5% response). The majority (63%) were sending their first child to CRLS, while 37% had an older child who had attended CRLS. 90% of respondents had sent their child to a Cambridge Public elementary school. 70% of respondents were female, while about 51% of the children

referred to were male. while 41% were male (2% did not wish to disclose their gender). 30 respondents (43%) were Caucasian, while 28 (40%) of the children were Caucasian.

Communication and Dissemination of Information

The parents/guardians of rising freshmen were on the whole more satisfied with the quality and quantity of information they had received about CRLS than parents/guardians of children in the grades above them. This is reflected in the plurality rating of both quality and quantity as “good” (41% for quantity and 49% for quality). This would indicate that the dissemination of information from the school department is improving. (One current CRLS parent wrote in a comment to that effect as well). For quantity, 1% rated it “very poor” as compared to the 20% who rated it “very good.” Similarly, 0% rated the quality “very poor,” while 14% rated it “very good.”

9% of respondents reported that only “a few” of their questions about CRLS had been answered, while 43% (the plurality) reported that “most of them” had been answered. However, only 9% felt that “all” of their questions had been answered. Unlike parents and students of the grades above, parents of rising freshmen reported that their main source of information was the School Department (37% as compared to the 19% who reported that their main source was current CRLS families, the most popular choice among current students and parents). About 13% said that their child’s elementary school teachers were the main source of information.

As for understanding the roles of administrators, parents/guardians of rising freshmen generally reported that they understood the role of their child’s guidance counselor (79% yes) and principal (46% yes) but did not understand the role of their child’s dean of curriculum (21% yes) or dean of students (20% yes). However, the self-reporting of understanding about the role played by the high school principal may be largely unreliable, given that it is a reasonable assumption that some of those people assume that the CRLS principal plays the same role as their child’s elementary school principal. Additionally, while the majority of this population of respondents (about 84%) reported that they valued a good relationship with their child’s guidance counselor, they did not feel the same way about the deans or principal.

Comfort Level

Approximately 39% of parents reported that they were “comfortable” with their choice to send their child to CRLS in the fall of 2009. The greatest number of them (33%) cited academics as their primary concern, with peers as the second most popular (14%). Eighteen individuals (25%) responded to the question in error, meaning that at least one-quarter of respondents were equally concerned about multiple issues.

43% of parents reported that their child was “comfortable” with their transition to high school thus far. 0% feel their child was “very uneasy,” while 14% felt that their child was “very comfortable.”

In terms of preparation for high school, 39% reported feeling “confident” about their son or daughter’s ability to keep up with the increased rigor of academics. 23% felt “neutrally” and 17% felt “very confident.”

Several cross-tabulations were compiled to show the correlation between comfort and other factors. Seventeen people rated their comfort level as “very comfortable” (the highest rating). That rating did not seem to correlate to ethnicity: those 17 respondents represent 29% of Caucasian respondents (8 individuals), 33% of African American respondents (5 individuals), 16% of Multi-Racial Non-Hispanic respondents (1 individual), 10% of Hispanic respondents (1 individual), and 0% of Asian respondents.

As with all of the other surveys, the students seem to have a weak correlation between their comfort level and visits to CRLS. Of the 70 respondents, 58 said that they had visited CRLS. 26% of them said that they felt “very comfortable” while 18% of the 11 who had not visited felt the same way. Additionally, for those who felt “somewhat comfortable,” 28% had visited, while 55% had not.

A cross-tabulation of comfort level and attendance at CRLS events (dance shows, plays, games, etc.) shows a similar picture. Of the 28 people who had attended multiple events at CRLS, 36% felt “somewhat comfortable,” 36% felt “comfortable,” and 25% felt “very comfortable.” Additionally, while 41% of the “very comfortable” had visited many times, there seemed to be little distinction between one visit and no visits (29% each).

Write-in comments give the number one concern of parents as keeping up with academic changes from elementary school to high school (10 individuals). Additionally, five individuals expressed concerns about safety and two raised concerns about drug use among CRLS students. Parents were also concerned about bullying and wanted to know more about the teaching staff and the difference between College Prep and Honors classes.

Improving the Transition

When asked how to improve the transition for the future, 56% stated that they would have liked a Question & Answer session with current students, parents, and faculty. 33% would have liked a “Parents of Freshmen” group. 41% said that informational sessions should be held throughout 8th grade year.

Write-in comments from this population suggested that freshmen have an orientation before school starts to get them acquainted with the school and personnel. Additionally parents raised concerns about the confusing ordering of classes in the course catalog and, in particular, were confused about which math class their child should take. Finally,

private school parents suggested that an email list be created for that population to provide them with information about events at CRLS as well as registration and course selection deadlines.

The Freshman Student (FS) Survey

For the original questionnaire, refer to Appendix D. For tabulations of individual questions, refer to Appendix H. For selected cross-tabulations, refer to Appendix L. For the full-text of write-in comments, refer to Appendix P. For summaries of the write-in comments, refer to Appendix T.

The Respondents

Sixty-five (65) rising freshmen responded to the survey, of the approximately 400 surveys mailed to this population (roughly a 16% response). The majority (63%) were the first child in their family to attend CRLS, while 37% had an older sibling at the school. 89% were coming to CRLS from a Cambridge Public elementary school. 48% of respondents were male. 22 respondents (34%) were Caucasian.

Communication and Dissemination of Information

Like their parents/guardians, rising freshmen were satisfied with the quality and quantity of information being provided to them: 49% rated the quantity as “good,” while 45% said that the quality was “good.” For quantity, 0% rated it “very poor” as compared to the 23% who rated it “very good.” Similarly, 0% rated the quality “very poor,” while 17% rated it “very good.”

About 6% of respondents reported that only “a few” of their questions about CRLS had been answered, while around 48% (the plurality) reported that “most of them” had been answered. Additionally, 14% felt that “all” of their questions had been answered. 31% said that their main source of information was current CRLS families, meaning that they agreed more with current CRLS parents and students than with their own parents on this question. Just over 23% named the “school department” as their primary source. 18% named their elementary school teachers.

As for understanding the roles of administrators, rising freshmen generally reported that they understood the role of their guidance counselor (82% yes) and principal (51% yes) but did not understand the role of their dean of curriculum (20% yes) or dean of students (20% yes). However, the self-reporting of understanding about the role played by the high school principal may be largely unreliable, given that it is a reasonable assumption that some of those people assume that the CRLS principal plays the same role as their elementary school principal. Additionally, while the majority of this population of respondents reported that they valued a good relationship with their guidance counselor (82%) and the plurality, a good relationship with their principal (48%), they did not feel the same way about their deans.

Comfort Level

Approximately 42% of students reported that they were “comfortable” with their choice to start CRLS in the fall of 2009. The greatest number of them (38%) cited academics as their primary concern, with athletics as the second most popular (14%). Nine individuals (14%) responded to the question in error, meaning that many people were concerned about multiple issues.

In terms of preparation for high school, just over 43% reported feeling “confident” about their ability to keep up with the increased rigor of CRLS academic life. About 31% felt “neutrally” and only 8% felt “very confident.”

Several cross-tabulations were compiled to show the correlation between comfort and other factors. Twenty-seven people rated their comfort level as “comfortable.” That rating did not seem to correlate to ethnicity: those 27 respondents represent 50% of Caucasian respondents (11 individuals), 40% of African American respondents (6 individuals), 0% of Multi-Racial Non-Hispanic respondents, 20% of Hispanic respondents (1 individual), and 43% of Asian respondents (6 individuals).

As with all of the other surveys, the students seem to have a weak correlation between their comfort level and visits to CRLS. Of the 65 respondents, 60 said that they had visited CRLS. 12% of them said that they felt “very comfortable” while 20% of the 5 who had not visited felt the same way. However, for those who felt “somewhat comfortable,” 96% had visited, while 4% had not.

A cross-tabulation of comfort level and attendance at CRLS events (dance shows, plays, games, etc.) shows a similar picture. Of the 24 people who had attended multiple events at CRLS, 29% felt “somewhat comfortable,” 42% felt “comfortable,” and 25% felt “very comfortable.” Additionally, while 75% of the “very comfortable” had visited many times, there seemed to be little distinction between one visit and no visits (12.5% each).

Write-in comments give the number one concern of students, as with their parents, as keeping up with academic changes from elementary school to high school (15 individuals). Additionally, six individuals expressed concerns about making new friends and five raised concerns about the physical size of CRLS. Students also wanted to know more about academic life in general and the specifics of block scheduling and athletics.

Improving the Transition

When asked how to improve the transition for the future, 42% stated that they would have liked a student-led tour of CRLS, although a majority of respondents voted against every option. 35% said that informational sessions should be held throughout 8th grade year.

This segment of the surveyed population offered no suggestions to improving their experience.

Possible Concerns about the Data

There are several problems with the data collected by this survey. Firstly, the demographic questions (ethnicity and gender) at the end of each survey indicate that the results represent the viewpoint of a subset of the general CRLS population, rather than a representative sample. This is most clear in the fact that the majority of survey respondents were Caucasian, which is not the dominant race in the true population. Additionally, the sample size was relatively small compared to the population of CRLS.

Secondly, several questions in each survey caused problems that were unexpected. Specifically, the “primary concern” question in each survey garnered many more responses than expected, as many respondents circled multiple answers. Because the question was designed as a “select one” question, any answer that selected multiple choices was discarded from the sample for that question (errors). Thus, if a respondent had multiple concerns, it was treated as though they had none, rather than dividing their vote between answers. This problem also occurred with several other questions, including the “most/least satisfactory aspect” questions.

Thirdly, people who are highly invested in their child’s transition are also those who are most likely to respond to surveys. This may have skewed the sample toward more involved parents.

Future Directions

This project resulted in the collection of a vast quantity of data, which cannot be analyzed all at once. Therefore I am submitting the original dataset along with this report to be used for further investigation. Several things could be done with the data. First, it might be interesting to re-administer the surveys in a few years as a measurement of how the transition process is improving. Additionally, the existing data could be analyzed and cross-tabulated differently to examine the transition process from a different perspective. For instance, someone could analyze the correlation between visits to CRLS and every other question. (Do people who have attended events tend to have the most positive impression of a particular aspect? etc.)

If someone were to re-administer the survey, I would recommend that several changes be made. Firstly, consideration for the “high error questions” should be made and those questions should potentially be rewritten to allow multiple answers. Secondly, I would recommend offering respondents the option of completing the survey online. This would make data entry faster and simpler to perform. Additionally, it would not allow the entry

of erroneous answers. Because all potential respondents would still receive a paper survey, this would not remove those without access to computers from the sample. Thirdly, I would include questions about some of the concerns raised by comments, such as asking current CRLS students if they view bullying as a significant issue at the school. Fourthly, efforts should be made with future surveys to increase the sample size of respondents.

Conclusion

The purpose of this enquiry was to investigate the satisfaction of parents and students in the high school transition process. In that, the project has been a great success: four hundred and two respondents replied, sharing their views on the transition process and their ideas for its improvement. On the whole, people in all four demographic groups (freshman parents, freshman students, current CRLS parents, and current CRLS students) are satisfied with their experiences, although most people have concerns.

The second goal of this project was to gather enough information to make informed suggestions for the improvement of the process. The data indicates several areas that need improvement, particularly the issue of continuity between elementary school and high school: the middle school problem.

How can this problem be alleviated? The cross-tabulations suggest that visits to CRLS and attendance at CRLS events have little impact on improving the transition experience. In fact, in some cases, the data seems to indicate that the visit could have made people even less comfortable about attending CRLS. Therefore, CRLS should look for ways to make shadows and other visitors at CRLS feel welcome and comfortable.

There also needs to be more communication between middle school teachers and the high school. This could take the form of integrating freshman assignments into 8th grade classrooms to familiarize 8th grade students with the academic expectations of the freshman course load. One parent also suggested feedback from high school teachers to middle school teachers on their students, as 8th grade teachers have the responsibility to recommend their students for either College Prep or Honors classes (and it would be helpful for them to know how successful their former students are in classes at those various levels, so that they can make better suggestions in the future).

Additionally, the school department can take a two-pronged approach to improving the dissemination of information. While the school department should be the primary source of information about CRLS (and should do more to spread information through pamphlets, videos, information sessions, email, and websites), it should also leverage the knowledge that the primary source of information for many people in the school system is other parents and/or students. Therefore, the school department needs to do more to keep the

current CRLS families in the loop on important changes going on at the school. This could include a program for “parent ambassadors,” parents who “would work closely with school administrators and serve as conduits of information *in both directions*.”

CRLS could also spend some time deciding the exact role that deans of curriculum should play vis-à-vis families, given that many parents and students do not know the exact nature of that dean’s responsibilities. Perhaps the deans of curriculum could visit the elementary schools to provide more information on the distinction between College Prep, Honors, and Advanced Placement courses, another source of confusion among many parents.

Appendix A: Current CRLS Parent (CCP) Survey

QUESTIONNAIRE: CURRENT CRLS PARENT/GUARDIAN

Please note that the following questionnaire is anonymous.

The High School Transition Initiative is a student-run research project aimed at promoting a smoother transition to Cambridge Rindge and Latin School (CRLS) for middle school students and parents. Your answers can help us to improve this process for everyone. Please complete the following survey and return it in the enclosed return envelope by **Friday, July 31.**

I. About you and your child

What grade is your child going into this fall?	10 th	11 th	12 th		
What learning community is your child in?	C	R	L	S	Not sure
What type of school did your child attend for 8th grade?	Public (Cambridge)	Public (Other city)	Public (Charter)	Parochial	Private
Did you have any other children already at CRLS?	Yes	No			
Did you and/or your child visit CRLS prior to 9th grade?	Yes	No			
Did you attend events at CRLS (games, plays, dance shows, etc.) prior to 9th grade?	Yes, many times	Yes, once	No, never		
When did your child start thinking about their transition to CRLS?	Before 8 th grade	Beginning of 8 th grade	Early spring of 8 th grade	Late spring of 8 th grade	The summer prior to 9 th grade
How would you characterize your child's transition to CRLS?	Very poor	Poor	Neutral	Good	Very good

How would you characterize your child's experiences at CRLS thus far?	Very poor	Poor	Neutral	Good	Very good
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II. The flow of information

How would you rate the <u>quantity</u> of information about CRLS provided by the school department prior to 9th grade?	Very poor	Poor	Adequate	Good	Very good
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How would you rate the <u>quality</u> of information about CRLS provided by the school department prior to 9th grade?	Very poor	Poor	Adequate	Good	Very good
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What portion of your questions about CRLS was answered?	None of them	A few of them	Some of them	Most of them	All of them
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What was your main source of information about CRLS when your child was in 8th grade?	The school department	Current CRLS students and/or parents	Elementary school teachers	Elementary school parents and students	Other
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Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)	My child's guidance counselor	My child's dean of curriculum	My child's dean of students	My child's principal
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Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)	My child's guidance counselor	My child's dean of curriculum	My child's dean of students	My child's principal	My child's teachers
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III. Your activities and decision making

Who made the decisions about your child's freshman course selection?	Entirely me	Mostly me with input from my child	My child and I were equal partners in the decision	Mostly my child with input from me	Entirely my child
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With which of the following people did you and/or your child discuss freshman course selection? (Circle all that apply.)	Other entering freshman and/or their parents	Current CRLS students and/or their parents	CRLS staff (teachers, guidance counselors)	Elementary school staff	No one
Did you feel that the people you talked to were well informed?	Not at all	Not really	Sort of	For the most part	Absolutely
Did you have enough information about the difference between College Prep and Honors classes?	Yes	No			
Did you feel that you had enough information about your child academically to make the choice between College Prep and Honors classes?	Yes	No			
What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)	Elementary school staff	High school staff	Other parents	My child's peers	

IV. Your comfort level, concerns, and satisfaction

How comfortable would you say that you were with your sending your child to CRLS prior to 9th grade?	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very Comfortable
Which of the following were you most concerned about?	Academics	Faculty	Peers	Athletics	Safety
How did your child feel about starting CRLS?	Very nervous	Nervous	Neutral	Confident	Very confident

How did you feel about your child's preparedness for high school prior to 9th grade? (Circle all that apply.)	Very concerned	Concerned	Neutral	Confident	Very confident
In which areas do you feel your child was adequately prepared for CRLS? (Circle all that apply.)	In math	In science	In history	In English	Socially
How equipped do you feel to help your child solve problems that arise at school (with teachers, other students, etc.)?	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped
What <u>academic</u> aspect of CRLS have you been the <u>most</u> satisfied with?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>academic</u> aspect of CRLS have you been the <u>least</u> satisfied with?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>other</u> aspect of CRLS have you been the <u>most</u> satisfied with?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene
What <u>other</u> aspect of CRLS have you been the <u>least</u> satisfied with?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene

V. Possible future programming

Which of the following would you have been <u>most likely</u> to attend as the parent of an incoming freshman? (Circle all that apply.)	A panel of current students talk about their experiences	A "Parents of Freshmen" group	A Q&A session with current students, parents, and faculty	A student-led tour of CRLS	Other
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If informational sessions had been held to help answer questions about the CRLS experience, when would you and/or your child have been interested in attending?

Throughout 8th grade

Early spring of 8th grade year

Late spring of 8th grade year

Summer before 9th grade

VI. Optional Questions

What ethnicity do you identify as?

- A. Caucasian
- F. Hispanic
- G. Asian

B. African American

C. Native American

D. Native Hawaiian Pacific Islander

E. Multi Racial Non-Hispanic

What ethnicity does your child identify as?

- A. Caucasian
- F. Hispanic
- G. Asian

B. African American

C. Native American

D. Native Hawaiian Pacific Islander

E. Multi Racial Non-Hispanic

What is your gender?

Male

Female

What is the gender of your child?

Male

Female

Additional comments:

Please feel free to elaborate on any answers given above or to add any additional thoughts that might be helpful in our understanding of your experiences and in the creation of programming to help meet your needs.

Appendix B: Current CRLS Student (CCS) Survey

QUESTIONNAIRE: CURRENT CRLS STUDENT

Please note that the following questionnaire is anonymous.

The High School Transition Initiative is a student-run research project aimed at promoting a smoother transition to Cambridge Rindge and Latin School (CRLS) for middle school students and parents. Your answers can help us to improve this process for everyone. Please complete the following survey and return it in the enclosed return envelope by **Friday, July 31.**

I. About you

What grade are you going into this fall?	10 th	11 th	12 th	College	
What learning community are you in?	C	R	L	S	
What type of school did you attend for 8th grade?	Public (Cambridge)	Public (Other city)	Public (Charter)	Parochial	Private
Did you have any older siblings already at CRLS?	Yes	No			
Did you have any older friends already at CRLS?	Yes	No			
Did you visit CRLS prior to 9th grade?	Yes	No			
Did you attend events at CRLS (games, plays, dance shows, etc.) prior to 9th grade?	Yes, many times	Yes, once	No, never		
When did you start thinking about their transition to CRLS?	Before 8 th grade	Beginning of 8 th grade	Early spring of 8 th grade	Late spring of 8 th grade	The summer prior to 9 th grade
How would you characterize your transition to CRLS?	Very poor	Poor	Neutral	Good	Very good
How would you characterize your experiences at CRLS thus far?	Very poor	Poor	Neutral	Good	Very good

II. The flow of information

How would you rate the <u>quantity</u> of information about CRLS provided by the school department prior to 9th grade?	Very poor	Poor	Adequate	Good	Very good
How would you rate the <u>quality</u> of information about CRLS provided by the school department prior to 9th grade?	Very poor	Poor	Adequate	Good	Very good
What portion of your questions about CRLS was answered?	None of them	A few of them	Some of them	Most of them	All of them
What was your main source of information about CRLS in 8th grade?	The school department	Current CRLS students and/or parents	Elementary school teachers	Elementary school parents and students	Other
Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)	My guidance counselor	My dean of curriculum	My dean of students	My principal	
Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)	My guidance counselor	My dean of curriculum	My dean of students	My principal	My teachers
What <u>academic</u> aspect of CRLS have you been the <u>most</u> satisfied with?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>academic</u> aspect of CRLS have you been the <u>least</u> satisfied with?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>other</u> aspect of CRLS have you been the <u>most</u> satisfied with?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene

What <u>other</u> aspect of CRLS have you been the <u>least</u> satisfied with?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene
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III. Your activities and decision making

Who made the decisions about your freshman course selection?	Entirely me	Mostly me with input from my parent(s)	My parent(s) and I were equal partners in the decision	Mostly my parent(s) with input from me	Entirely my parent(s)
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With which of the following people did you discuss freshman course selection? (Circle all that apply.)	Other entering freshman and/or their parents	Current CRLS students and/or their parents	CRLS staff (teachers, guidance counselors)	Elementary school staff	No one
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Did you feel that the people you talked to were well informed?	Not at all	Not really	Sort of	For the most part	Absolutely
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Did you have enough information about the difference between College Prep and Honors classes?	Yes	No
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Did you feel that you had enough information about your academic performance to make the choice between College Prep and Honors classes?	Yes	No
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What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)	Elementary school staff	High school staff	Other parents	My child's peers
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IV. Your comfort level, concerns, and satisfaction

How comfortable would you say that you were with going to CRLS before you started?	Very uneasy	Uneasy	Somewhat comfortable	Comfortable	Very Comfortable
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Which of the following were you most concerned about?	Academics	Faculty	Peers	Athletics	Safety
How did you feel about your preparedness for high school prior to 9th grade? (Circle all that apply.)	Very concerned	Concerned	Neutral	Confident	Very confident
In which areas do you feel you were adequately prepared for CRLS? (Circle all that apply.)	In math	In science	In history	In English	Socially
How equipped do you feel your parents are to help solve problems that arise at school (with teachers, other students, etc.)?	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped

V. Possible future programming

Which of the following would you have been <u>most likely</u> to attend as incoming freshman? (Circle all that apply.)	A panel of current students talk about their experiences	A Q&A session with current students, parents, and faculty	A student-led tour of CRLS	Other
If informational sessions had been held to help answer questions about the CRLS experience, when would you and/or your parent(s) have been interested in attending?	Throughout 8 th grade	Early spring of 8 th grade year	Late spring of 8 th grade year	Summer before 9 th grade

VI. Optional Questions

What ethnicity do you identify as? H. Caucasian I. African American J. Native American K. Native Hawaiian Pacific Islander L. Multi Racial Non-Hispanic
M. Hispanic
N. Asian

What is your gender? Male Female

Additional comments:

Please feel free to elaborate on any answers given above or to add any additional thoughts that might be helpful in our understanding of your experiences and in the creation of programming to help meet your needs.

Appendix C: Freshman Parent (FP) Survey

QUESTIONNAIRE: PARENT/GUARDIAN OF UPCOMING CRLS FRESHMAN

Please note that the following questionnaire is anonymous.

The High School Transition Initiative is a student-run research project aimed at promoting a smoother transition to Cambridge Rindge and Latin School (CRLS) for middle school students and parents. Your answers can help us to improve this process for everyone. Please complete the following survey and return it in the enclosed return envelope by **Friday, July 31.**

I. About you and your child

What type of school did your child attend for 8th grade?	Public (Cambridge)	Public (Other city)	Public (Charter)	Parochial	Private
Do you have any other children who have attended CRLS?	Yes	No			
Have you and/or your child visited CRLS?	Yes	No			
Have you been to events at CRLS (games, plays, dance shows, etc.)?	Yes, many times	Yes, once	No, never		
Are you planning on sending your child to CRLS in the fall?					
When did your child start thinking about their transition to CRLS?	Before 8 th grade	Beginning of 8 th grade	Early spring of 8 th grade	Late spring of 8 th grade	This summer
How would you characterize your child's transition to CRLS thus far?	Very poor	Poor	Neutral	Good	Very good

II. The flow of information

How would you rate the <u>quantity</u> of information about CRLS provided by the school department?	Very poor	Poor	Adequate	Good	Very good
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How would you rate the <u>quality</u> of information about CRLS provided by the school department?	Very poor	Poor	Adequate	Good	Very good
What portion of your questions about CRLS has been answered?	None of them	A few of them	Some of them	Most of them	All of them
What is your main source of information about CRLS?	The school department	Current CRLS students and/or parents	Elementary school staff	Elementary school parents and teachers	Other
Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)	My child's guidance counselor	My child's dean of curriculum	My child's dean of students	My child's principal (CRLS)	
Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)	My child's guidance counselor	My child's dean of curriculum	My child's dean of students	My child's principal (CRLS)	My child's teachers
Do you understand how block scheduling works at CRLS?	Yes	No			
What <u>academic</u> aspect of CRLS have you heard the <u>most</u> positive things about?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>academic</u> aspect of CRLS have you heard the <u>least</u> positive things about?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>other</u> aspect of CRLS have you heard the <u>most</u> positive things about?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene
What <u>other</u> aspect of CRLS have you heard the <u>least</u> positive things about?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene

III. Your activities and decision making

Who made the decisions about your child's CRLS course selection?	Entirely me	Mostly me with input from my child	My child and I were equal partners in the decision	Mostly my child with input from me	Entirely my child
With which of the following people did you and/or your child discuss course selection? (Circle all that apply.)	Other entering freshman and/or their parents	Current CRLS students and/or their parents	CRLS staff (teachers, guidance counselors)	Elementary school staff	No one
Did you feel that the people you talked to were well informed?	Not at all	Not really	Sort of	For the most part	Absolutely
Did you have enough information about the difference between College Prep and Honors classes?	Yes	No			
Did you feel that you had enough information about your child academically to make the choice between College Prep and Honors classes?	Yes	No			
What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)	Elementary school staff	High school staff	Other parents	My child's peers	

IV. Your comfort level and concerns

How comfortable would you say that you are with sending your child to CRLS?	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very Comfortable
Which of the following are you most concerned about?	Academics	Faculty	Peers	Athletics	Safety

How comfortable would you say your child is with his/her transition?	Very uneasy	Uneasy	Neutral	Comfortable	Very comfortable
How do you feel about your child's preparedness for high school? (Circle all that apply.)	Very concerned	Concerned	Neutral	Confident	Very confident
How equipped do you feel to help your child solve problems that may arise at school (with teachers, other students, etc.)?	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped

V. Possible future programming

Which of the following would you be <u>most likely</u> to attend? (Circle all that apply.)	A panel of current students talk about their experiences	A "Parents of Freshmen" group	A Q&A session with current students, parents, and faculty	A student-led tour of CRLS	Other
If informational sessions were held to help answer questions about the CRLS experience, when would you and/or your child be interested in attending?	Throughout 8 th grade	Early spring of 8 th grade year	Late spring of 8 th grade year	Summer before 9 th grade	

VI. Optional Questions

What ethnicity do you identify as?	A. Caucasian	B. African American	C. Native American	D. Native Hawaiian Pacific Islander	E. Multi Racial Non-Hispanic
	F. Hispanic				
	G. Asian				
What ethnicity does your child identify as?	A. Caucasian	B. African American	C. Native American	D. Native Hawaiian Pacific Islander	E. Multi Racial Non-Hispanic
	F. Hispanic				
	G. Asian				

What is your gender? Male Female

What is the gender of your child? Male Female

What would you say is your biggest concern about your child attending CRLS?

What would you like to know more about?

Additional comments:

Please feel free to elaborate on any answers given above or to add any additional thoughts that might be helpful in our understanding of your experiences and in the creation of programming to help meet your needs.

Appendix D: Freshman Student (FS) Survey

QUESTIONNAIRE: UPCOMING CRLS FRESHMAN

Please note that the following questionnaire is anonymous.

The High School Transition Initiative is a student-run research project aimed at promoting a smoother transition to Cambridge Rindge and Latin School (CRLS) for middle school students and parents. Your answers can help us to improve this process for everyone. Please complete the following survey and return it in the enclosed return envelope by **Friday, July 31.**

I. About you

What type of school did you attend for 8th grade?	Public (Cambridge)	Public (Other city)	Public (Charter)	Parochial	Private
When did you start thinking about your transition to CRLS?	Before 8 th grade	Beginning of 8 th grade	Early spring of 8 th grade	Late spring of 8 th grade	This summer
Are you planning to attend CRLS in the fall?	Yes	No			
How would you characterize your transition to CRLS thus far?	Very poor	Poor	Neutral	Good	Very good
Do you have any older siblings who have attended CRLS?	Yes	No			
Do you have any older friends who attend CRLS?	Yes	No			
Have you visited CRLS?	Yes	No			
Have you been to events at CRLS (games, plays, dance shows, etc.)?	Yes, many times	Yes, once	No, never		

II. The flow of information

How would you rate the <u>quantity</u> of information about CRLS provided by the school department?	Very poor	Poor	Adequate	Good	Very good
How would you rate the <u>quality</u> of information about CRLS provided by the school department?	Very poor	Poor	Adequate	Good	Very good
What portion of your questions about CRLS has been answered?	None of them	A few of them	Some of them	Most of them	All of them
What is your main source of information about CRLS?	The school department	Current CRLS students and/or parents	Elementary school teachers	Elementary school parents and students	Other
Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)	My guidance counselor	My dean of curriculum	My dean of students	My principal (CRLS)	
Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)	My guidance counselor	My dean of curriculum	My dean of students	My principal (CRLS)	My teachers (CRLS)
Do you understand how block scheduling works at CRLS?	Yes	No			
What <u>academic</u> aspect of CRLS have you heard the <u>most</u> positive things about?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>academic</u> aspect of CRLS have you heard the <u>least</u> positive things about?	Core Curriculum (English, math, etc.)	Vocational education (RSTA)	Foreign Languages	Block Scheduling	
What <u>other</u> aspect of CRLS have you heard the <u>most</u> positive things about?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene

What <u>other</u> aspect of CRLS have you heard the <u>least</u> positive things about?	Leadership & Teaching staff	Visual & Performing Arts Dept	Athletics	Safety	Social Scene
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III. Your activities and decision making

Who made the decisions about your CRLS course selection?	Entirely me	Mostly me with input from my parent(s)	My parent(s) and I were equal partners in the decision	Mostly my parent(s) with input from me	Entirely my parent(s)
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With which of the following people did you discuss course selection? (Circle all that apply.)	Other entering freshman and/or their parents	Current CRLS students and/or their parents	CRLS staff (teachers, guidance counselors)	Elementary school staff	No one
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Did you feel that the people you talked to were well informed?	Not at all	Not really	Sort of	For the most part	Absolutely
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Did you have enough information about the difference between College Prep and Honors classes?	Yes	No
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Did you feel that you had enough information about your academic performance to make the choice between College Prep and Honors classes?	Yes	No
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What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)	Elementary school staff	High school staff	Other parents	My peers
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IV. Your comfort level and concerns

How comfortable would you say that you are with going to CRLS in the fall?	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very Comfortable
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Which of the following are you most concerned about?	Academics	Faculty	Peers	Athletics	Safety
How do you feel about your preparedness for high school (academically and socially)?	Very concerned	Concerned	Neutral	Confident	Very confident
How equipped do you feel your parents are to help you solve problems that may arise at school (with teachers, other students, etc.)?	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped
Do you worry that taking hard classes or getting good grades make you uncool?	Yes	No			

V. Possible future programming

Which of the following would you be <u>most likely</u> to attend? (Circle all that apply.)	A panel of current students talk about their experiences	A “Parents of Freshmen” group	A Q&A session with current students, parents, and faculty	A student-led tour of CRLS	Other
If informational sessions were held to help answer questions about the CRLS experience, when would you and/or your parent(s) be interested in attending?	Throughout 8 th grade	Early spring of 8 th grade year	Late spring of 8 th grade year	Summer before 9 th grade	

VI. Optional Questions

What ethnicity do you identify as?	A. Caucasian	B. African American	C. Native American	D. Native Hawaiian Pacific Islander	E. Multi Racial Non-Hispanic
	F. Hispanic	G. Asian			

What is your gender? Male Female

What is the gender of your child? Male Female

What would you say is your biggest concern about attending CRLS?

What would you like to know more about?

Additional comments:

Please feel free to elaborate on any answers given above or to add any additional thoughts that might be helpful in our understanding of your experiences and in the creation of programming to help meet your needs.

Appendix E: CCP Question Tabulations

CCP-1: What grade is your child going into this fall?

	Count	Percent
10th Grade	53	38.13%
11 th Grade	45	32.37%
12 th Grade	40	28.78%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-2: What learning community is your child in?

	Count	Percent
C	44	31.65%
R	33	23.74%
L	35	25.18%
S	25	17.99%
Not Sure	1	0.72%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-3: What type of school did your child attend for 8th grade?

	Count	Percent
Public (Cambridge)	114	82.01%
Public (Other)	2	1.44%
Public (Charter)	1	0.72%
Parochial	5	3.60%
Private	15	10.79%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-4: Did you have any other children already at CRLS?

	Count	Percent
Yes	45	32.37%
No	93	66.91%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-5: Did you and/or your child visit CRLS prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Yes	117	84.17%
No	18	12.95%
(blank)	4	2.88%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-6: Did you attend events at CRLS (games, plays, dance shows, etc.) prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Yes, many times	56	40.29%
Yes, once	34	24.46%
No, never	49	35.25%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-7: When did your child start thinking about their transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Before 8th grade	45	32.37%
Beginning of 8 th grade	37	26.62%
Early spring of 8 th grade	29	20.86%
Late spring of 8 th grade	14	10.07%
Summer before 9 th grade	10	7.19%
(blank)	4	2.88%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-8: How would you characterize your child's transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Very poor	2	1.44%
Poor	9	6.47%
Neutral	15	10.79%
Good	57	41.01%
Very good	56	40.29%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-9: How would you characterize your child's experiences at CRLS thus far?

	<i>Count</i>	<i>Percent</i>
Very poor	2	1.44%
Poor	7	5.04%
Neutral	15	10.79%
Good	62	44.60%
Very good	53	38.13%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-10: How would you rate the quantity of information about CRLS provided by the school department prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very poor	3	2.16%
Poor	20	14.39%
Adequate	56	40.29%
Good	39	28.06%
Very good	16	11.51%
(blank)	5	3.60%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-11: How would you rate the quality of information about CRLS provided by the school department prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very poor	4	2.88%
Poor	17	12.23%
Adequate	54	38.85%
Good	47	33.81%
Very good	13	9.35%
(blank)	4	2.88%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-12: What portion of your questions about CRLS was answered?

	<i>Count</i>	<i>Percent</i>
None of them	1	0.72%
A few of them	19	13.67%
Some of them	38	27.34%
Most of them	58	41.73%
All of them	16	11.51%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-13: What was your main source of information about CRLS when your child was in 8th grade?

	<i>Count</i>	<i>Percent</i>
School Dept.	28	20.14%
Current CRLS families	61	43.88%
Elementary school teachers	5	3.60%
Elementary school families	7	5.04%
Other	18	12.95%
(blank)	2	1.44%
Error	18	12.95%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-14: Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)

CCP-14A: My child's guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	117	84.17%
No	15	10.79%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-14B: My child's dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	33	23.74%
No	99	71.22%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-14C: My child's dean of students

	<i>Count</i>	<i>Percent</i>
Yes	48	34.53%
No	84	60.43%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-14D: My child's principal

	<i>Count</i>	<i>Percent</i>
Yes	70	50.36%
No	62	44.60%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-15: Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)

CCP-15A: My child's guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	123	88.49%
No	14	10.07%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-15B: My child's dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	45	32.37%
No	92	66.19%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-15C: My child's dean of students

	<i>Count</i>	<i>Percent</i>
Yes	57	41.01%
No	80	57.55%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-15D: My child's principal

	<i>Count</i>	<i>Percent</i>
Yes	42	30.22%
No	95	68.35%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-15E: My child's teachers

	<i>Count</i>	<i>Percent</i>
Yes	116	83.45%
No	21	15.11%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-16: Who made the decisions about your child's freshman course selection?

	<i>Count</i>	<i>Percent</i>
Entirely parent(s)	1	0.72%
Mostly parent(s)	15	10.79%
Parent & student equally	43	30.94%
Mostly student	62	44.60%
Entirely student	13	9.35%
(blank)	5	3.60%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-17: With which of the following people did you and/or your child discuss freshman course selection? (Circle all that apply.)

CCP-17A: Other entering freshman and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	20	14.39%
No	116	83.45%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-17B: Current CRLS students and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	48	34.53%
No	88	63.31%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-17C: CRLS staff (teachers, guidance counselors)

	<i>Count</i>	<i>Percent</i>
Yes	63	45.32%
No	73	52.52%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-17D: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	70	50.36%
No	66	47.48%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-17E: No one

	<i>Count</i>	<i>Percent</i>
Yes	10	7.19%
No	126	90.65%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-18: Did you feel that the people you talked to were well informed?

	<i>Count</i>	<i>Percent</i>
Not at all	2	1.44%
Not really	7	5.04%
Sort of	20	14.39%
For the most part	66	47.48%
Absolutely	42	30.22%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-19: Did you have enough information about the difference between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	92	66.19%
No	46	33.09%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-20: Did you feel that you had enough information about your child academically to make the choice between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	103	74.10%
No	35	25.18%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-21: What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)

CCP-21A: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	65	46.76%
No	49	35.25%
(blank)	25	17.99%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-21B: High school staff

	<i>Count</i>	<i>Percent</i>
Yes	49	35.25%
No	65	46.76%
(blank)	25	17.99%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-21C: Other parents

	<i>Count</i>	<i>Percent</i>
Yes	35	25.18%
No	79	56.83%
(blank)	25	17.99%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-21D: My child's peers

	<i>Count</i>	<i>Percent</i>
Yes	13	9.35%
No	101	72.66%
(blank)	25	17.99%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-22: How comfortable would you say that you were with your sending your child to CRLS prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very uncomfortable	7	5.04%
Uncomfortable	6	4.32%
Somewhat comfortable	34	24.46%
Comfortable	58	41.73%
Very comfortable	33	23.74%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-23: Which of the following were you most concerned about?

	<i>Count</i>	<i>Percent</i>
Academics	49	35.25%
Faculty	9	6.47%
Peers	16	11.51%
Athletics	1	0.72%
Safety	16	11.51%
(blank)	10	7.19%
Error	38	27.34%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-24: How did your child feel about starting CRLS?

	<i>Count</i>	<i>Percent</i>
Very nervous	4	2.88%
Nervous	34	24.46%
Neutral	21	15.11%
Confident	63	45.32%
Very confident	14	10.07%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-25: How did you feel about your child's preparedness for high school prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very concerned	5	3.60%
Concerned	21	15.11%
Neutral	22	15.83%
Confident	62	44.60%
Very confident	28	20.14%
(blank)	1	0.72%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-26: In which areas do you feel your child was adequately prepared for CRLS? (Circle all that apply.)

CCP-26A: In math

	<i>Count</i>	<i>Percent</i>
Yes	84	60.43%
No	52	37.41%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-26B: In science

	<i>Count</i>	<i>Percent</i>
Yes	82	58.99%
No	54	38.85%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-26C: In history

	<i>Count</i>	<i>Percent</i>
Yes	81	58.27%
No	55	39.57%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-26D: In English

	<i>Count</i>	<i>Percent</i>
Yes	91	65.47%
No	45	32.37%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-26E: Socially

	<i>Count</i>	<i>Percent</i>
Yes	97	69.78%
No	39	28.06%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-27: How equipped do you feel to help your child solve problems that arise at school (with teachers, other students, etc.)?

	<i>Count</i>	<i>Percent</i>
Very poorly equipped	4	2.88%
Poorly equipped	12	8.63%
Equipped	48	34.53%
Well equipped	47	33.81%
Very well equipped	26	18.71%
(blank)	2	1.44%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-28: What academic aspect of CRLS have you been the most satisfied with?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	63	45.32%
RSTA	7	5.04%
Foreign Languages	7	5.04%
Block Scheduling	36	25.90%
(blank)	6	4.32%
Error	20	14.39%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-29: What academic aspect of CRLS have you been the least satisfied with?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	36	25.90%
RSTA	9	6.47%
Foreign Languages	29	20.86%
Block Scheduling	13	9.35%
(blank)	42	30.22%
Error	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-30: What other aspect of CRLS have you been the most satisfied with?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	44	31.65%
Visual & Performing Arts	31	22.30%
Athletics	13	9.35%
Safety	1	0.72%
Social Scene	5	3.60%
(blank)	13	9.35%
Error	32	23.02%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-31: What other aspect of CRLS have you been the least satisfied with?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	32	23.02%
Visual & Performing Arts	4	2.88%
Athletics	13	9.35%
Safety	8	5.76%
Social Scene	18	12.95%
(blank)	53	38.13%
Error	11	7.91%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-32: Which of the following would you have been most likely to attend as the parent of an incoming freshman? (Circle all that apply.)

CCP-32A: A panel of current students talk about their experiences

	<i>Count</i>	<i>Percent</i>
Yes	40	28.78%
No	89	64.03%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-32B: A “Parents of Freshmen” group

	<i>Count</i>	<i>Percent</i>
Yes	38	27.34%
No	91	65.47%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-32C: A Q&A session with current students, parents, and faculty

	<i>Count</i>	<i>Percent</i>
Yes	90	64.75%
No	39	28.06%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-32D: A student-led tour of CRLS

	<i>Count</i>	<i>Percent</i>
Yes	34	24.46%
No	95	68.35%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-32E: Other

	<i>Count</i>	<i>Percent</i>
Yes	9	6.47%
No	120	86.33%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-33: If informational sessions had been held to help answer questions about the CRLS experience, when would you and/or your child have been interested in attending?

	<i>Count</i>	<i>Percent</i>
Throughout 8th grade	54	38.85%
Early Spring of 8 th grade	30	21.58%
Late spring of 8 th grade	29	20.86%
Summer before 9 th grade	16	11.51%
(blank)	10	7.19%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-34: What ethnicity do you identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	90	64.75%
African American	19	13.67%
Native American	0	0.00%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	6	4.32%
Hispanic	6	4.32%
Asian	11	7.91%
(blank)	7	5.04%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-35: What ethnicity does your child identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	77	55.40%
African American	19	13.67%
Native American	1	0.72%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	7	5.04%
Hispanic	7	5.04%
Asian	16	11.51%
(blank)	7	5.04%
Error	5	3.60%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-36: What is your gender?

	<i>Count</i>	<i>Percent</i>
Male	20	14.39%
Female	115	82.73%
(blank)	4	2.88%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

CCP-37: What is the gender of your child?

	<i>Count</i>	<i>Percent</i>
Male	62	44.60%
Female	74	53.24%
(blank)	3	2.16%
<i>Total</i>	<i>139</i>	<i>100.00%</i>

Appendix F: CCS Question Tabulations

CCS-1: What grade are you going into this fall?

	<i>Count</i>	<i>Percent</i>
10th grade	52	40.62%
11 th grade	39	30.47%
12 th grade	37	28.91%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-2: What learning community are you in?

	<i>Count</i>	<i>Percent</i>
C	40	31.25%
R	30	23.44%
L	34	26.56%
S	24	18.75%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-3: What type of school did you attend for 8th grade?

	<i>Count</i>	<i>Percent</i>
Public (Cambridge)	104	81.25%
Public (Other)	3	2.34%
Public (Charter)	1	0.78%
Parochial	4	3.12%
Private	13	10.16%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-4: Did you have any older siblings already at CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	40	31.25%
No	88	68.75%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-5: Did you have any older friends already at CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	104	81.25%
No	24	18.75%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-5: Did you visit CRLS prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Yes	99	77.34%
No	29	22.66%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-6: Did you attend events at CRLS (games, plays, dance shows, etc.) prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Yes, many times	64	50.00%
Yes, once	30	23.44%
No, never	34	26.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-7: When did you start thinking about their transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Before 8th grade	36	28.12%
Beginning of 8 th grade	31	24.22%
Early spring of 8 th grade	27	21.09%
Late spring of 8 th grade	18	14.06%
Summer before 9 th grade	13	10.16%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-8: How would you characterize your transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	5	3.91%
Neutral	32	25.00%
Good	52	40.62%
Very good	39	30.47%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-9: How would you characterize your experiences at CRLS thus far?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	3	2.34%
Neutral	17	13.28%
Good	64	50.00%
Very good	44	34.38%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-10: How would you rate the quantity of information about CRLS provided by the school department prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very poor	2	1.56%
Poor	17	13.28%
Adequate	58	45.31%
Good	40	31.25%
Very good	9	7.03%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-11: How would you rate the quality of information about CRLS provided by the school department prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very poor	2	1.56%
Poor	18	14.06%
Adequate	50	39.06%
Good	44	34.38%
Very good	11	8.59%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-12: What portion of your questions about CRLS was answered?

	<i>Count</i>	<i>Percent</i>
None of them	4	3.12%
A few of them	14	10.94%
Some of them	30	23.44%
Most of them	53	41.41%
All of them	25	19.53%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-13: What was your main source of information about CRLS in 8th grade?

	<i>Count</i>	<i>Percent</i>
School Dept.	13	10.16%
Current CRLS families	51	39.84%
Elementary school teachers	29	22.66%
Elementary school families	9	7.03%
Other	17	13.28%
(blank)	4	3.12%
Error	5	3.91%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-14: Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)

CCS-14A: My guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	113	88.28%
No	13	10.16%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-14B: My dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	56	43.75%
No	70	54.69%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-14C: My dean of students

	<i>Count</i>	<i>Percent</i>
Yes	78	60.94%
No	48	37.50%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-14D: My principal

	<i>Count</i>	<i>Percent</i>
Yes	57	44.53%
No	69	53.91%
(blank)	2	1.56%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-15: Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)

CCS-15A: My guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	112	87.50%
No	16	12.50%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-15B: My dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	53	41.41%
No	75	58.59%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-15C: My dean of students

	<i>Count</i>	<i>Percent</i>
Yes	84	65.62%
No	44	34.38%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-15D: My principal

	<i>Count</i>	<i>Percent</i>
Yes	43	33.59%
No	85	66.41%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-15E: My teachers

	<i>Count</i>	<i>Percent</i>
Yes	112	87.50%
No	16	12.50%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-16: What academic aspect of CRLS have you been the most satisfied with?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	40	31.25%
RSTA	9	7.03%
Foreign Languages	12	9.38%
Block Schedule	54	42.19%
(blank)	2	1.56%
Error	11	8.59%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-17: What academic aspect of CRLS have you been the least satisfied with?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	37	28.91%
RSTA	21	16.41%
Foreign Languages	36	28.12%
Block Schedule	11	8.59%
(blank)	19	14.84%
Error	4	3.12%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-18: What other aspect of CRLS have you been the most satisfied with?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	13	10.16%
Visual & Performing Arts	38	29.69%
Athletics	37	28.91%
Safety	3	2.34%
Social Scene	14	10.94%
(blank)	2	1.56%
Error	21	16.41%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-19: What other aspect of CRLS have you been the least satisfied with?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	23	17.97%
Visual & Performing Arts	11	8.59%
Athletics	14	10.94%
Safety	25	19.53%
Social Scene	23	17.97%
(blank)	26	20.31%
Error	6	4.69%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-20: Who made the decisions about your freshman course selection?

	<i>Count</i>	<i>Percent</i>
Entirely student	33	25.78%
Mostly student	56	43.75%
Parent & student equally	27	21.09%
Mostly parent(s)	7	5.47%
Entirely parent(s)	1	0.78%
(blank)	4	3.12%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-21: With which of the following people did you discuss freshman course selection?

(Circle all that apply.)

CCS-21A: Other entering freshmen and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	71	55.47%
No	54	42.19%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-21B: Current CRLS students and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	39	30.47%
No	86	67.19%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-21C: CRLS staff (teachers, guidance counselors)

	<i>Count</i>	<i>Percent</i>
Yes	34	26.56%
No	91	71.09%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-21D: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	61	47.66%
No	64	50.00%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-21E: No one

	<i>Count</i>	<i>Percent</i>
Yes	6	4.69%
No	119	92.97%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-22: Did you feel that the people you talked to were well informed?

	<i>Count</i>	<i>Percent</i>
Not at all	0	0.00%
Not really	13	10.16%
Sort of	25	19.53%
For the most part	70	54.69%
Absolutely	20	15.62%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-23: Did you have enough information about the difference between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	106	82.81%
No	22	17.19%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-24: Did you feel that you had enough information about your academic performance to make the choice between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	110	85.94%
No	17	13.28%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-25: What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)

CCS-25A: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	86	67.19%
No	32	25.00%
(blank)	10	7.81%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-25B: High school staff

	<i>Count</i>	<i>Percent</i>
Yes	34	26.56%
No	84	65.62%
(blank)	10	7.81%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-25C: Other parents

	<i>Count</i>	<i>Percent</i>
Yes	18	14.06%
No	100	78.12%
(blank)	10	7.81%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-25D: My peers

	<i>Count</i>	<i>Percent</i>
Yes	22	17.19%
No	96	75.00%
(blank)	10	7.81%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-26: How comfortable would you say that you were with going to CRLS before you started?

	<i>Count</i>	<i>Percent</i>
Very uneasy	7	5.47%
Uneasy	22	17.19%
Somewhat comfortable	31	24.22%
Comfortable	46	35.94%
Very comfortable	22	17.19%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-27: Which of the following were you most concerned about?

	<i>Count</i>	<i>Percent</i>
Academics	40	31.25%
Faculty	10	7.81%
Peers	49	38.28%
Athletics	3	2.34%
Safety	11	8.59%
(blank)	5	3.91%
Error	10	7.81%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-28: How did you feel about your preparedness for high school prior to 9th grade?

	<i>Count</i>	<i>Percent</i>
Very concerned	2	1.56%
Concerned	16	12.50%
Neutral	33	25.78%
Confident	54	42.19%
Very confident	22	17.19%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-29: In which areas do you feel you were adequately prepared for CRLS? (Circle all that apply.)

CCS-29A: In math

	<i>Count</i>	<i>Percent</i>
Yes	71	55.47%
No	56	43.75%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-29B: In science

	<i>Count</i>	<i>Percent</i>
Yes	67	52.34%
No	60	46.88%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-29C: In history

	<i>Count</i>	<i>Percent</i>
Yes	78	60.94%
No	49	38.28%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-29D: In English

	<i>Count</i>	<i>Percent</i>
Yes	89	69.53%
No	38	29.69%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-29E: Socially

	<i>Count</i>	<i>Percent</i>
Yes	82	64.06%
No	45	35.16%
(blank)	1	0.78%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-30: How equipped do you feel your parents are to help solve problems that arise at school (with teachers, other students, etc.)?

	<i>Count</i>	<i>Percent</i>
Very poorly equipped	4	3.12%
Poorly equipped	8	6.25%
Equipped	31	24.22%
Well equipped	48	37.50%
Very well equipped	37	28.91%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-31: Which of the following would you have been most likely to attend as incoming freshman? (Circle all that apply.)

CCS-31A: A panel of current students talk about their experiences

	<i>Count</i>	<i>Percent</i>
Yes	51	39.84%
No	70	54.69%
(blank)	7	5.47%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-31B: A Q&A session with current students, parents, and faculty

	<i>Count</i>	<i>Percent</i>
Yes	36	28.12%
No	85	66.41%
(blank)	7	5.47%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-31C: A student-led tour of CRLS

	<i>Count</i>	<i>Percent</i>
Yes	71	55.47%
No	50	39.06%
(blank)	7	5.47%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-31D: Other

	<i>Count</i>	<i>Percent</i>
Yes	15	11.72%
No	106	82.81%
(blank)	7	5.47%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-32: If informational sessions had been held to help answer questions about the CRLS experience, when would you and/or your parent(s) have been interested in attending?

	<i>Count</i>	<i>Percent</i>
Throughout 8th grade	40	31.25%
Early Spring of 8 th grade	22	17.19%
Late spring of 8 th grade	34	26.56%
Summer before 9 th grade	28	21.88%
(blank)	4	3.12%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-33: What ethnicity do you identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	72	56.25%
African American	19	14.84%
Native American	1	0.78%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	5	3.91%
Hispanic	6	4.69%
Asian	16	12.50%
(blank)	5	3.91%
Error	4	3.12%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

CCS-34: What is your gender?

	<i>Count</i>	<i>Percent</i>
Male	52	40.62%
Female	73	57.03%
(blank)	3	2.34%
<i>Total</i>	<i>128</i>	<i>100.00%</i>

Appendix G: FP Question Tabulations

FP-1: What type of school did your child attend for 8th grade?

	<i>Count</i>	<i>Percent</i>
Public (Cambridge)	63	90.00%
Public (Other)	1	1.43%
Public (Charter)	0	0.00%
Parochial	1	1.43%
Private	3	4.29%
(blank)	2	2.86%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-2: Do you have any other children who have attended CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	26	37.14%
No	44	62.86%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-3: Have you and/or your child visited CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	58	82.86%
No	11	15.71%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-4: Have you been to events at CRLS (games, plays, dance shows, etc.)?

	<i>Count</i>	<i>Percent</i>
Yes, many times	28	40.00%
Yes, once	18	25.71%
No, never	24	34.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-5: Are you planning on sending your child to CRLS in the fall?

	<i>Count</i>	<i>Percent</i>
Yes	58	82.86%
No	0	0.00%
(blank)	12	17.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-6: When did your child start thinking about their transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Before 8th grade	33	47.14%
Beginning of 8 th grade	11	15.71%
Early spring of 8 th grade	10	14.29%
Late spring of 8 th grade	12	17.14%
Summer before 9 th grade	2	2.86%
(blank)	2	2.86%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-7: How would you characterize your child’s transition to CRLS thus far?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	0	0.00%
Neutral	21	30.00%
Good	33	47.14%
Very good	12	17.14%
(blank)	4	5.71%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-8: How would you rate the quantity of information about CRLS provided by the school department?

	<i>Count</i>	<i>Percent</i>
Very poor	1	1.43%
Poor	9	12.86%
Adequate	16	22.86%
Good	29	41.43%
Very good	14	20.00%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-9: How would you rate the quality of information about CRLS provided by the school department?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	5	7.14%
Adequate	17	24.29%
Good	34	48.57%
Very good	10	14.29%
(blank)	4	5.71%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-10: What portion of your questions about CRLS has been answered?

	<i>Count</i>	<i>Percent</i>
None of them	2	2.86%
A few of them	6	8.57%
Some of them	21	30.00%
Most of them	30	42.86%
All of them	6	8.57%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-11: What is your main source of information about CRLS?

	<i>Count</i>	<i>Percent</i>
School Dept.	26	37.14%
Current CRLS families	13	18.57%
Elementary school teachers	9	12.86%
Elementary school families	3	4.29%
Other	11	15.71%
(blank)	2	2.86%
Error	6	8.57%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-12: Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)

FP-12A: My child's guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	55	78.57%
No	8	11.43%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-12B: My child's dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	15	21.43%
No	48	68.57%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-12C: My child's dean of students

	<i>Count</i>	<i>Percent</i>
Yes	14	20.00%
No	49	70.00%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-12D: My child's principal (CRLS)

	<i>Count</i>	<i>Percent</i>
Yes	32	45.71%
No	31	44.29%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-13: Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)**FP-13A: My child's guidance counselor**

	<i>Count</i>	<i>Percent</i>
Yes	59	84.29%
No	10	14.29%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-13B: My child's dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	32	45.71%
No	37	52.86%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-13C: My child's dean of students

	<i>Count</i>	<i>Percent</i>
Yes	34	48.57%
No	35	50.00%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-13D: My child's principal (CRLS)

	<i>Count</i>	<i>Percent</i>
Yes	33	47.14%
No	36	51.43%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-13E: My child's teachers

	<i>Count</i>	<i>Percent</i>
Yes	59	84.29%
No	10	14.29%
(blank)	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-14: Do you understand how block scheduling works at CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	31	44.29%
No	37	52.86%
(blank)	2	2.86%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-15: What academic aspect of CRLS have you heard the most positive things about?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	31	44.29%
RSTA	8	11.43%
Foreign Languages	4	5.71%
Block Scheduling	8	11.43%
(blank)	13	18.57%
Error	6	8.57%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-16: What academic aspect of CRLS have you heard the least positive things about?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	9	12.86%
RSTA	6	8.57%
Foreign Languages	10	14.29%
Block Scheduling	12	17.14%
(blank)	30	42.86%
Error	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-17: What other aspect of CRLS have you heard the most positive things about?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	13	18.57%
Visual & Performing Arts	20	28.57%
Athletics	10	14.29%
Safety	5	7.14%
Social Scene	1	1.43%
(blank)	8	11.43%
Error	13	18.57%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-18: What other aspect of CRLS have you heard the least positive things about?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	4	5.71%
Visual & Performing Arts	2	2.86%
Athletics	5	7.14%
Safety	18	25.71%
Social Scene	12	17.14%
(blank)	24	34.29%
Error	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-19: Who made the decisions about your child's CRLS course selection?

	<i>Count</i>	<i>Percent</i>
Entirely parent(s)	3	4.29%
Mostly parent(s)	10	14.29%
Parent & student equally	17	24.29%
Mostly student	22	31.43%
Entirely student	15	21.43%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-20: With which of the following people did you and/or your child discuss course selection? (Circle all that apply.)

FP-20A: Other entering freshmen and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	11	15.71%
No	52	74.29%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-20B: Current CRLS students and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	13	18.57%
No	50	71.43%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-20C: CRLS staff (teachers, guidance counselors)

	<i>Count</i>	<i>Percent</i>
Yes	23	32.86%
No	40	57.14%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-20D: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	37	52.86%
No	26	37.14%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-20E: No one

	<i>Count</i>	<i>Percent</i>
Yes	12	17.14%
No	51	72.86%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-21: Did you feel that the people you talked to were well informed?

	<i>Count</i>	<i>Percent</i>
Not at all	0	0.00%
Not really	4	5.71%
Sort of	9	12.86%
For the most part	29	41.43%
Absolutely	16	22.86%
(blank)	12	17.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-22: Did you have enough information about the difference between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	35	50.00%
No	32	45.71%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-23: Did you feel that you had enough information about your child academically to make the choice between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	34	48.57%
No	31	44.29%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-24: What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)

FP-24A: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	42	60.00%
No	14	20.00%
(blank)	14	20.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-24B: High school staff

	<i>Count</i>	<i>Percent</i>
Yes	17	24.29%
No	39	55.71%
(blank)	14	20.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-24C: Other parents

	<i>Count</i>	<i>Percent</i>
Yes	14	20.00%
No	42	60.00%
(blank)	14	20.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-24D: My child's peers

	<i>Count</i>	<i>Percent</i>
Yes	10	14.29%
No	46	65.71%
(blank)	14	20.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-25: How comfortable would you say that you are with sending your child to CRLS?

	<i>Count</i>	<i>Percent</i>
Very uncomfortable	0	0.00%
Uncomfortable	1	1.43%
Somewhat comfortable	22	31.43%
Comfortable	27	38.57%
Very comfortable	17	24.29%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-26: Which of the following are you most concerned about?

	<i>Count</i>	<i>Percent</i>
Academics	23	32.86%
Faculty	3	4.29%
Peers	10	14.29%
Athletics	1	1.43%
Safety	8	11.43%
(blank)	7	10.00%
Error	18	25.71%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-27: How comfortable would you say your child is with his/her transition?

	<i>Count</i>	<i>Percent</i>
Very uneasy	0	0.00%
Uneasy	5	7.14%
Neutral	22	31.43%
Comfortable	30	42.86%
Very comfortable	10	14.29%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-28: How do you feel about your child's preparedness for high school?

	<i>Count</i>	<i>Percent</i>
Very concerned	4	5.71%
Concerned	9	12.86%
Neutral	16	22.86%
Confident	27	38.57%
Very confident	12	17.14%
(blank)	2	2.86%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-29: How equipped do you feel to help your child solve problems that may arise at school (with teachers, other students, etc.)?

	<i>Count</i>	<i>Percent</i>
Very poorly equipped	0	0.00%
Poorly equipped	1	1.43%
Equipped	30	42.86%
Well equipped	21	30.00%
Very well equipped	15	21.43%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-30: Which of the following would you be most likely to attend? (Circle all that apply.)

FP-30A: A panel of current students talk about their experiences

	<i>Count</i>	<i>Percent</i>
Yes	17	24.29%
No	48	68.57%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-30B: A “Parents of Freshmen” group

	<i>Count</i>	<i>Percent</i>
Yes	23	32.86%
No	42	60.00%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-30C: A Q&A session with current students, parents, and faculty

	<i>Count</i>	<i>Percent</i>
Yes	39	55.71%
No	26	37.14%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-30D: A student-led tour of CRLS

	<i>Count</i>	<i>Percent</i>
Yes	14	20.00%
No	51	72.86%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-30E: Other

	<i>Count</i>	<i>Percent</i>
Yes	9	12.86%
No	56	80.00%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-31: If informational sessions were held to help answer questions about the CRLS experience, when would you and/or your child be interested in attending?

	<i>Count</i>	<i>Percent</i>
Throughout 8th grade	29	41.43%
Early spring of 8 th grade	10	14.29%
Late spring of 8 th grade	7	10.00%
Summer before 9 th grade	19	27.14%
(blank)	5	7.14%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-32: What ethnicity do you identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	30	42.86%
African American	13	18.57%
Native American	1	1.43%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	2	2.86%
Hispanic	6	8.57%
Asian	11	15.71%
(blank)	7	10.00%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-33: What ethnicity does your child identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	28	40.00%
African American	15	21.43%
Native American	1	1.43%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	1	1.43%
Hispanic	6	8.57%
Asian	10	14.29%
(blank)	8	11.43%
Error	1	1.43%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-34: What is your gender?

	<i>Count</i>	<i>Percent</i>
Male	17	24.29%
Female	49	70.00%
(blank)	4	5.71%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

FP-35: What is the gender of your child?

	<i>Count</i>	<i>Percent</i>
Male	36	51.43%
Female	31	44.29%
(blank)	3	4.29%
<i>Total</i>	<i>70</i>	<i>100.00%</i>

Appendix H: FS Question Tabulations

FS-1: What type of school did you attend for 8th grade?

	<i>Count</i>	<i>Percent</i>
Public (Cambridge)	58	89.23%
Public (Other)	1	1.54%
Public (Charter)	0	0.00%
Parochial	1	1.54%
Private	3	4.62%
(blank)	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-2: When did you start thinking about your transition to CRLS?

	<i>Count</i>	<i>Percent</i>
Before 8th grade	31	47.69%
Beginning of 8 th grade	18	27.69%
Early spring of 8 th grade	6	9.23%
Late spring of 8 th grade	3	4.62%
Summer before 9 th grade	4	6.15%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-3: Are you planning to attend CRLS in the fall?

	<i>Count</i>	<i>Percent</i>
Yes	62	95.38%
No	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-4: How would you characterize your transition to CRLS thus far?

	<i>Count</i>	<i>Percent</i>
Very poor	1	1.54%
Poor	1	1.54%
Neutral	23	35.38%
Good	27	41.54%
Very good	9	13.85%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-5: Do you have any older siblings who have attended CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	24	36.92%
No	41	63.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-6: Do you have any older friends who attend CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	49	75.38%
No	16	24.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-7: Have you visited CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	60	92.31%
No	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-8: Have you been to events at CRLS (games, plays, dance shows, etc.)?

	<i>Count</i>	<i>Percent</i>
Yes, many times	24	36.92%
Yes, once	25	38.46%
No, never	16	24.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-9: How would you rate the quantity of information about CRLS provided by the school department?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	3	4.62%
Adequate	14	21.54%
Good	32	49.23%
Very good	15	23.08%
(blank)	1	1.54%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-10: How would you rate the quality of information about CRLS provided by the school department?

	<i>Count</i>	<i>Percent</i>
Very poor	0	0.00%
Poor	2	3.08%
Adequate	20	30.77%
Good	29	44.62%
Very good	11	16.92%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-11: What portion of your questions about CRLS has been answered?

	<i>Count</i>	<i>Percent</i>
None of them	3	4.62%
A few of them	4	6.15%
Some of them	16	24.62%
Most of them	31	47.69%
All of them	9	13.85%
(blank)	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-12: What is your main source of information about CRLS?

	<i>Count</i>	<i>Percent</i>
School Dept.	15	23.08%
Current CRLS families	20	30.77%
Elementary school teachers	12	18.46%
Elementary school families	1	1.54%
Other	9	13.85%
(blank)	2	3.08%
Error	6	9.23%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-13: Which of the following people do you feel you understand the role and responsibilities of? (Circle all that apply.)

FS-13A: My guidance counselor

	<i>Count</i>	<i>Percent</i>
Yes	53	81.54%
No	8	12.31%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-13B: My dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	13	20.00%
No	48	73.85%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-13C: My dean of students

	<i>Count</i>	<i>Percent</i>
Yes	13	20.00%
No	48	73.85%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-13D: My principal (CRLS)

	<i>Count</i>	<i>Percent</i>
Yes	33	50.77%
No	28	43.08%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-14: Which of the following people do you feel it is important to have good relationships with? (Circle all that apply.)**FS-14A: My guidance counselor**

	<i>Count</i>	<i>Percent</i>
Yes	53	81.54%
No	8	12.31%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-14B: My dean of curriculum

	<i>Count</i>	<i>Percent</i>
Yes	23	35.38%
No	38	58.46%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-14C: My dean of students

	<i>Count</i>	<i>Percent</i>
Yes	27	41.54%
No	34	52.31%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-14D: My principal (CRLS)

	<i>Count</i>	<i>Percent</i>
Yes	31	47.69%
No	30	46.15%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-14E: My teachers

	<i>Count</i>	<i>Percent</i>
Yes	49	75.38%
No	12	18.46%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-15: Do you understand how block scheduling works at CRLS?

	<i>Count</i>	<i>Percent</i>
Yes	40	61.54%
No	23	35.38%
(blank)	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-16: What academic aspect of CRLS have you heard the most positive things about?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	25	38.46%
RSTA	20	30.77%
Foreign Languages	6	9.23%
Block Schedule	4	6.15%
(blank)	5	7.69%
Error	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-17: What academic aspect of CRLS have you heard the least positive things about?

	<i>Count</i>	<i>Percent</i>
Core Curriculum	11	16.92%
RSTA	8	12.31%
Foreign Languages	13	20.00%
Block Schedule	18	27.69%
(blank)	13	20.00%
Error	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-18: What other aspect of CRLS have you heard the most positive things about?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	14	21.54%
Visual & Performing Arts	18	27.69%
Athletics	18	27.69%
Safety	2	3.08%
Social Scene	2	3.08%
(blank)	6	9.23%
Error	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-19: What other aspect of CRLS have you heard the least positive things about?

	<i>Count</i>	<i>Percent</i>
Leadership & Teachers	8	12.31%
Visual & Performing Arts	10	15.38%
Athletics	10	15.38%
Safety	13	20.00%
Social Scene	13	20.00%
(blank)	11	16.92%
<i>Total</i>	65	100.00%

FS-20: Who made the decisions about your CRLS course selection?

	<i>Count</i>	<i>Percent</i>
Entirely student	25	38.46%
Mostly student	20	30.77%
Parent & student equally	15	23.08%
Mostly parent(s)	1	1.54%
Entirely parent(s)	2	3.08%
(blank)	2	3.08%
<i>Total</i>	65	100.00%

**FS-21: With which of the following people did you discuss course selection?
(Circle all that apply.)**

FS-21A: Other entering freshman and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	24	36.92%
No	40	61.54%
(blank)	1	1.54%
<i>Total</i>	65	100.00%

FS-21B: Current CRLS students and/or their parents

	<i>Count</i>	<i>Percent</i>
Yes	17	26.15%
No	47	72.31%
(blank)	1	1.54%
<i>Total</i>	65	100.00%

FS-21C: CRLS staff (teachers, guidance counselors)

	<i>Count</i>	<i>Percent</i>
Yes	23	35.38%
No	41	63.08%
(blank)	1	1.54%
<i>Total</i>	65	100.00%

FS-21D: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	35	53.85%
No	29	44.62%
(blank)	1	1.54%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-21E: No one

	<i>Count</i>	<i>Percent</i>
Yes	8	12.31%
No	56	86.15%
(blank)	1	1.54%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-22: Did you feel that the people you talked to were well informed?

	<i>Count</i>	<i>Percent</i>
Not at all	No	3.08%
Not really	1	1.54%
Sort of	12	18.46%
For the most part	27	41.54%
Absolutely	20	30.77%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-23: Did you have enough information about the difference between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	46	70.77%
No	17	26.15%
(blank)	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-24: Did you feel that you had enough information about your academic performance to make the choice between College Prep and Honors classes?

	<i>Count</i>	<i>Percent</i>
Yes	48	73.85%
No	14	21.54%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-25: What sources of information did you use to decide between College Prep and Honors classes? (Circle all that apply.)

FS-25A: Elementary school staff

	<i>Count</i>	<i>Percent</i>
Yes	51	78.46%
No	7	10.77%
(blank)	7	10.77%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-25B: High school staff

	<i>Count</i>	<i>Percent</i>
Yes	9	13.85%
No	49	75.38%
(blank)	7	10.77%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-25C: Other parents

	<i>Count</i>	<i>Percent</i>
Yes	9	13.85%
No	49	75.38%
(blank)	7	10.77%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-25D: My peers

	<i>Count</i>	<i>Percent</i>
Yes	21	32.31%
No	37	56.92%
(blank)	7	10.77%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-26: How comfortable would you say that you are with going to CRLS in the fall?

	<i>Count</i>	<i>Percent</i>
Very uneasy	0	0.00%
Uneasy	5	7.69%
Somewhat comfortable	24	36.92%
Comfortable	27	41.54%
Very comfortable	8	12.31%
(blank)	1	1.54%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-27: Which of the following are you most concerned about?

	<i>Count</i>	<i>Percent</i>
Academics	25	38.46%
Faculty	6	9.23%
Peers	8	12.31%
Athletics	9	13.85%
Safety	4	6.15%
(blank)	4	6.15%
Error	9	13.85%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-28: How do you feel about your preparedness for high school (academically and socially)?

	<i>Count</i>	<i>Percent</i>
Very concerned	3	4.62%
Concerned	7	10.77%
Neutral	20	30.77%
Confident	28	43.08%
Very confident	5	7.69%
(blank)	2	3.08%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-29: How equipped do you feel your parents are to help you solve problems that may arise at school (with teachers, other students, etc.)?

	<i>Count</i>	<i>Percent</i>
Very poorly equipped	4	6.15%
Poorly equipped	4	6.15%
Equipped	15	23.08%
Well equipped	23	35.38%
Very well equipped	16	24.62%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-30: Do you worry that taking hard classes or getting good grades make you uncool?

	<i>Count</i>	<i>Percent</i>
Yes	10	15.38%
No	52	80.00%
(blank)	3	4.62%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-31: Which of the following would you be most likely to attend? (Circle all that apply.)

FS-31A: A panel of current students talk about their experiences

	<i>Count</i>	<i>Percent</i>
Yes	17	26.15%
No	43	66.15%
(blank)	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-31B: A “Parents of Freshmen” group

	<i>Count</i>	<i>Percent</i>
Yes	3	4.62%
No	57	87.69%
(blank)	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-31C: A Q&A session with current students, parents, and faculty

	<i>Count</i>	<i>Percent</i>
Yes	15	23.08%
No	45	69.23%
(blank)	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-31D: A student-led tour of CRLS

	<i>Count</i>	<i>Percent</i>
Yes	27	41.54%
No	33	50.77%
(blank)	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-31E: Other

	<i>Count</i>	<i>Percent</i>
Yes	16	24.62%
No	44	67.69%
(blank)	5	7.69%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-32: If informational sessions were held to help answer questions about the CRLS experience, when would you and/or your parent(s) be interested in attending?

	<i>Count</i>	<i>Percent</i>
Throughout 8th grade	23	35.38%
Early Spring of 8 th grade	6	9.23%
Late spring of 8 th grade	10	15.38%
Summer before 9 th grade	18	27.69%
(blank)	8	12.31%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-33: What ethnicity do you identify as?

	<i>Count</i>	<i>Percent</i>
Caucasian	22	33.85%
African American	15	23.08%
Native American	0	0.00%
Native Hawaiian Pacific Islander	0	0.00%
Multi-Racial Non-Hispanic	3	4.62%
Hispanic	5	7.69%
Asian	14	21.54%
(blank)	5	7.69%
Error	1	1.54%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

FS-34: What is your gender?

	<i>Count</i>	<i>Percent</i>
Male	31	47.69%
Female	30	46.15%
(blank)	4	6.15%
<i>Total</i>	<i>65</i>	<i>100.00%</i>

Appendix I: Selected CCP Cross-Tabulations

Ethnicity + Comfort Level

Comfort Level Ethnicity	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Caucasian	3	3	19	38	27	0	90
African-American	2	1	5	10	1		19
Native American	0	0	0	0	0	0	0
Native Hawaiian P.I.	0	0	0	0	0	0	0
Multi-Racial Non-Hispanic	0	0	2	3	1	0	6
Hispanic	1	1	1	2	1	0	6
Asian	1	1	5	3	1	0	11
(blank)	0	0	2	2	2	1	7
Grand Total	7	6	34	58	33	1	139

Ethnicity + Parental Ability to Problem-Solve

Parental Ability Ethnicity	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped	(blank)	Grand Total
Caucasian	2	8	29	33	17	1	90
African-American	0	1	9	4	5	0	19
Native American	0	0	0	0	0	0	0
Native Hawaiian P.I.	0	0	0	0	0	0	0
Multi-Racial Non-Hispanic	0	0	3	1	2	0	6
Hispanic	0	0	2	3	1	0	6
Asian	2	2	3	3	1	0	11
(blank)	0	1	2	3	0	1	7
Grand Total	4	12	48	47	26	2	139

Visits + Comfort Level

Comfort Level Visits to CRLS	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes	5	6	27	51	27	1	117
No	2	0	7	7	2	0	18
(blank)	0	0	0	0	4	0	4
Grand Total	7	6	34	58	33	1	139

Events + Comfort Level

Comfort Level Events	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes, many times	2	2	10	29	13	0	56
Yes, once	1	0	8	17	8	0	34
No, never	4	4	16	12	12	1	49
Grand Total	7	6	34	58	33	1	139

Transition + Overall Experience

Experience Transition	Very poor	Poor	Neutral	Good	Very good	Grand Total
Very poor	0	2	0	0	0	2
Poor	1	3	4	1	0	9
Neutral	1	2	6	5	1	15
Good	0	0	5	41	11	57
Very good	0	0	0	15	41	56
Grand Total	2	7	15	62	53	139

Overall Experience + Parental Ability to Problem-Solve

Parental Ability Experience	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped	(blank)	Grand Total
Very poor	0	0	2	0	0	0	2
Poor	1	2	2	1	0	1	7
Neutral	1	3	4	3	4	0	15
Good	1	4	25	19	13	0	62
Very good	1	3	15	24	9	1	53
Grand Total	4	12	48	47	26	2	139

Appendix J: Selected CCS Cross-Tabulations

Ethnicity + Comfort Level

Comfort Level Ethnicity	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	Grand Total
Caucasian	3	11	20	30	8	72
African-American	3	3	3	5	5	19
Native American	0	0	0	0	1	1
Native Hawaiian P.I.	0	0	0	0	0	0
Multi-Racial Non-Hispanic	0	2	1	1	1	5
Hispanic	0	1	1	3	1	6
Asian	1	2	4	5	4	16
Error	0	1	0	2	1	4
(blank)	0	2	2	0	1	5
Grand Total	7	22	31	46	22	128

Visits + Comfort Level

Comfort Level Visits	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	Grand Total
Yes	6	17	25	33	18	99
No	1	5	6	13	4	29
Grand Total	7	22	31	46	22	128

Events + Comfort Level

Comfort Level Events	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	Grand Total
Yes, many times	3	13	9	26	13	64
Yes, once	1	3	12	10	4	30
No, never	3	6	10	10	5	34
Grand Total	7	22	31	46	22	128

Transition + Overall Experience

Overall Experience Transition	Very poor	Poor	Neutral	Good	Very good	Grand Total
Very poor	0	0	0	0	0	0
Poor	0	1	2	0	2	5
Neutral	0	2	12	16	2	32
Good	0	0	2	36	14	52
Very good	0	0	1	12	26	39
Grand Total	0	3	17	64	44	128

Overall Experience + Parental Ability to Problem-Solve

Parental Ability Overall Experience	Very poorly equipped	Poorly equipped	Equipped	Well equipped	Very well equipped	Grand Total
Very poor	0	0	0	0	0	0
Poor	0	2	0	1	0	3
Neutral	3	3	4	4	3	17
Good	1	2	21	26	14	64
Very good	0	1	6	17	20	44
Grand Total	4	8	31	48	37	128

Ethnicity + Overall Experience

Overall Experience Ethnicity	Very poor	Poor	Neutral	Good	Very good	Grand Total
Caucasian	0	2	7	33	30	72
African-American	0	1	3	12	3	19
Native American	0	0	0	0	1	1
Native Hawaiian P.I.	0	0	0	0	0	0
Multi-Racial Non-Hispanic	0	0	2	2	1	5
Hispanic	0	0	2	2	2	6
Asian	0	0	2	9	5	16
Error	0	0	0	3	1	4
(blank)	0	0	1	3	1	5
Grand Total	0	3	17	64	44	128

Gender + Overall Experience

Overall Experience Gender	Very poor	Poor	Neutral	Good	Very good	Grand Total
Male	0	1	8	30	13	52
Female	0	2	8	33	30	73
(blank)	0	0	1	1	1	3
Grand Total	0	3	17	64	44	128

Appendix K: Selected FP Cross-Tabulations

Ethnicity + Comfort Level

Comfort Level Ethnicity	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Caucasian	0	0	9	10	8	1	28
African-American	0	0	3	7	5	0	15
Native American	0	0	0	0	0	1	1
Native Hawaiian P.I.	0	0	0	1	0	0	1
Multi-Racial Non-Hispanic	0	1	2	2	1	0	6
Hispanic	0	0	4	5	1	0	10
Asian	0	0	1	0	0	0	1
Error	0	0	3	2	2	1	8
Grand Total	0	1	22	27	17	3	70

Visits + Comfort Level

Comfort Level Visits	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes	0	1	16	24	15	2	58
No	0	0	6	2	2	1	11
(blank)	0	0	0	1	0	0	1
Grand Total	0	1	22	27	17	3	70

Events + Comfort Level

Comfort Level Events	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes, many times	0	1	10	10	7	0	28
Yes, once	0	0	5	6	5	2	18
No, never	0	0	7	11	5	1	24
Grand Total	0	1	22	27	17	3	70

Type of School + Comfort Level

Comfort Level Type of School	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Public (Cambridge)	0	1	18	25	16	3	63
Public (Other)	0	0	1	0	0	0	1
Public (Charter)	0	0	0	0	0	0	0
Parochial	0	0	0	0	1	0	1
Private	0	0	2	1	0	0	3
(blank)	0	0	1	1	0	0	2
Grand Total	0	1	22	27	17	3	70

Type of School + Perception of Preparedness

Preparedness Type of School	Very concerned	Concerned	Neutral	Confident	Very confident	(blank)	Grand Total
Public (Cambridge)	4	6	15	25	11	2	63
Public (Other)	0	1	0	0	0	0	1
Public (Charter)	0	0	0	0	0	0	0
Parochial	0	0	0	1	0	0	1
Private	0	0	1	1	1	0	3
(blank)	0	2	0	0	0	0	2
Grand Total	4	9	16	27	12	2	70

Appendix L: Selected FS Cross-Tabulations

Ethnicity + Comfort Level

Comfort Level Ethnicity	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfort-able	Very comfortable	(blank)	Grand Total
Caucasian	0	1	8	11	2	0	22
African-American	0	2	5	6	2	0	15
Native American	0	0	0	0	0	0	0
Native Hawaiian P.I.	0	0	0	0	0	0	0
Multi-Racial Non-Hispanic	0	0	2	0	1	0	3
Hispanic	0	0	3	1	1	0	5
Asian	0	2	4	6	2	0	14
Error	0	0	1	0	0	0	1
(blank)	0	0	1	3	0	1	5
Grand Total	0	5	24	27	8	1	65

Visits + Comfort Level

Comfort Level Visits	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes	0	3	23	26	7	1	60
No	0	2	1	1	1		5
Grand Total	0	5	24	27	8	1	65

Events + Comfort Level

Comfort Level Events	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Yes, many times	0	0	7	10	6	1	24
Yes, once	0	2	12	10	1	0	25
No, never	0	3	5	7	1	0	16
Grand Total	0	5	24	27	8	1	65

Type of School + Comfort Level

Comfort Level Type of School	Very un-comfortable	Un-comfortable	Somewhat comfortable	Comfortable	Very comfortable	(blank)	Grand Total
Public (Cambridge)	0	4	23	22	8	1	58
Public (Other)	0	1	0	0	0	0	1
Public (Charter)	0	0	0	0	0	0	0
Parochial	0	0	0	1	0	0	1
Private	0	0	0	3	0	0	3
(blank)	0	0	1	1	0	0	2
Grand Total	0	5	24	27	8	1	65

Type of School + Perception of Preparedness

Preparedness Type of School	Very concerned	Concerned	Neutral	Confident	Very confident	(blank)	Grand Total
Public (Cambridge)	3	6	18	24	5	2	58
Public (Other)	0	0	1	0	0	0	1
Public (Charter)	0	0	0	0	0	0	0
Parochial	0	0	0	1	0	0	1
Private	0	0	1	2	0	0	3
(blank)	0	1	0	1	0	0	2
Grand Total	3	7	20	28	5	2	65

Appendix M: CCP Full-Text Comments

2. In general we are pleased and proud of the quality of education CRLS has offered both our children. However, most of my questions were answered by other parents or sometimes my own children. We all went to different meetings and all shared our information. Because my son had attended CRLS and my husband was a substitute teacher, we may have had more information than other parents in some instances.

Our daughter sometimes complained about difficulty scheduling classes and activities due to the block scheduling. She finds it difficult to manage music and language classes. Language classes have not been consistent throughout the year and she took her Spanish AP exam when she had French classes scheduled. There seems to be less flexibility with scheduling for languages and music/arts.

When she needed references for job applications in the spring, she complained that she didn't feel her teachers knew her well enough to write them. She has been attending a program "seed" at MIT for 3 year, so the staff in that one program have been able to get to know her. She also recently got reassigned her guidance counselor. We feel it is very important that her guidance counselor help her through the maze of college applications. We assume that her teachers do their best to get to know students but can't evaluate whether block scheduling in fact makes it more difficult for them.

7. The extracurricular offerings, besides athletics and performing arts, have really impressed us. There is the sense that there is something for everyone. It has also given the opportunity for our student to become connected more to individual teachers/staff.

10. There could be better communications with parents. We don't really know what's going on because our teen doesn't tell us.

Suggestion: Have a way to sign up for electronic mailing of DYK daily. That would be a great start.

17. Thanks for sending this out to both parents and students. Most difficult adjustment was the unevenness of the teaching staff and the lack of specifics about how to deal with teaching issues. Transitioning to a new school where teachers admit and express their lack of interest in teaching, along with their absences from class (and sometimes difficulty speaking English) present too many frustrations leading to distraction from academics.

Anyway to make the first semester at Rindge more understandable before the start would be helpful (i.e. knowing about classroom contracts, knowing who to go to with academic problems, having better alternatives for lunch places that feel comfortable outside of public food spots.

Rindge needs strong math and science teachers. From almost everything I heard and experienced, its embarrassing to have such poor teachers in such a top notch city. Also, tutoring options should be better known about ahead of time.

20. Son is on soccer team. Informal practices the summer before his freshman year allowed him to meet some upperclassmen and helped him to feel more comfortable.

22. I attended CRLS for high school and realized the education and school as a whole has changed. CRLS was not my first choice but decided to give my son the benefit of the doubt. I

have had to contact teachers and guidance counselor to find information on my son's status academically. The Edline has not been effective since not everyone uses it. I don't get updates, so I didn't know my son was not doing well until we get a progress report. The one thing I'm mostly disappointed in is the athletics. Lack of support from the community and lack of interest in FOCA or schooled to get the community involved. As well as the coaching staff. Security has been an issue. Same security people since I attended and still "slack" or give kids unnecessary hard times. Really wish my son had attended the private school I had chosen for him.

34. Block schedule should be changed. Children 4th period tend to lacc (sp.?)

35. My son's transition and time at CRLS has been relatively uneventful. Compared to a crappy final year at his elementary school, CRLS has been fantastic.

37. RE: Language Department

My son had a bad experience w/ a French teacher. I should have listened to him and let him drop the class. Both the teacher and counselor told us to stay with it. That grade and experience hurt his GPA and turned him off from languages.

39. I don't like your suspension policy. I feel you should make them stay out of school and then suspend them. Suspend then period, not wait a week 2 do so to much time is wasted. I shouldn't take a week of decision and then suspension.

40. My child is atypical, so take what I say in that context. Our son skipped from 7th to 9th grade and again to 11th so will graduate at age 16. He has found the social climate at CRLS does not take learning seriously and so despite having excellent world class teachers, a great guidance counselor and an understanding and flexible principal, his learning needs were not met at CRLS. We have had to supplement, arrange indep. studies, nod enroll in undergrad classes at Harvard.

I believe CRLS (and all of CPSD) need to better meet the needs of highly motivated, academically-oriented students.

The school has supported us beautifully in changing what we need, but I wish there had been an accelerated program for my son. He found even the AP classes to be less than "serious" about learning, and teachers distracted by students with bad attitudes towards learning.

That said, we do not regret our decision to stay w/CPSD but hope for future high achievers that you consider these suggestions.

We'd be glad to discuss with anyone who wants to talk about this!

Bonnie Zimmer
71 Gold Star Rd
617-441-3792

41. I attended a CRLS information night for 8th grade parents in the CRLS auditorium. I was disappointed in the content as it felt like a marketing meeting about where CRLS graduates attended college, how many students passed MCAS, etc. All things to be proud of but not one CRLS student spoke during the program. I left with a "laundry list of CRLS achievements" and many unanswered questions.

My daughter is in Vietnam until Aug. 8th. Unfortunately, she won't meet your deadline to

send back the student questionnaire. I'll ask her to send the questionnaire in anyway

Dashiell, Thank you for doing this. Your prospective as a student as well as your peers is most important. Good luck with your proposal.

42. I wish you offered graphic design as an offering in visual arts.

45. Above all that has happened to my son M. there has been some that were there for him, and then there were some that were questionable. I feel as though you should always be the same with a child going to and from school. I don't think there should be any change from beginning or, to the end. To make all good is up to the child. In which I believe my child M. has shown progress in trying to get where he wants to be in his life. Graduating from high school is one of his goals. Other than that you would really have to ask him M. that question.

48. My child transferred into CRLS after leaving private school where she had inadequate math and science preparation and where she was unhappy. CRLS has been very good for her, and I wish she started as a freshman! It has been well organized for the most part with mostly good teachers and she has many friends. She has also done well academically and gotten the support she needs for the most part.

53. Our child has minor language-learning disabilities. The special ed portion of this has been a very poor experience. Very confusing and not consistent. Some teachers were better understanding than others. Guidance counselors also needs more education.

The evening for parents of 8th graders was a big disappointment. The power point didn't work. We expected to learn about the horses, what the deans did, how block scheduling worked, etc. We got none of that. We met Christine DeYeso and asked her about how the 504 was to be transmitted. She told us she would review it and work with us. When I contacted her later, she denied that process existed. We were sold on the IMP math that evening, then found out now it is discontinued.

We love the crew team.

My child does not fully problem-solve with teachers. I end up emailing or calling them then she gets really mad at me. She has fairly good self-advocacy skills and some teachers say she models it for other kids in the class.

Amigos school students fall between the cracks in terms of placement in Spanish. They should be tested and met in person before being placed. Specifically the anglo-non-spanish at home speakers.

We were lucky to get Mr. Burroughs in English. He understands learning differences so our child was given accommodations. Other teachers did not.

55. Our experience has generally been good but we have often needed to work at info-gathering.

Most of my daughter's teachers have been good (or, even, great). There have been a couple that I'd call sub-par.

Thanks for doing this. It's important.

56. Very poor experience. When problems surfaced it required multiple attempts and even sleigh escalation of authority threats. My son failed courses in 9th grade. Zero supper with

the exception of one teacher. Guidance counselor was very unhelpful and required "mom sitting" to resolve issues. It is not clear the difference between college prep and honors and their impact for their future. The athletics department does not meet the standards of a division 1 school. There is not any encouragement and support or direction for utilizing students athletics strengths or academic strengths for college guidance. School is way too over worked/big to manage contacts with all of the departments and teachers. I feel bad for students with minimal parental involvement or support. (I am somewhere in the middle of this involvement.) It feels as though those students would be viewed as "just a number" in a big crowd. Lack of parking makes it very difficult to attend information sessions. I have to say that I am seeking an alternative place to live because of disappointment in the school system. I;v been here in Cambridge for 14 years. It has steadily declined.

As a working parent it is very difficult to take significant time specifically for corresponding with the school to "mom sit" the school and my son's education to insure the is not overlooked in such a large school. I do however appreciate that you are taking the time to conduct this research. I wish you luck with your project. Thank you.

One note: I am sorry but my son is not available to participate in your research project. He is away until mid-August.--after your deadline.

58. My child missed the day in 8th grade when you first sign up for classes, so he was a bit behind in his request for classes. It wasn't at first clear why he was put in certain classes, at last this was straightened out with the help of his counselor. He was interested in participating in falls sports, but we didn't find out that all the practices started the week before school starts until after we had scheduled a vacation away for that week. There was no way we could find to contact any of the coaches. It was a bit frustrating. As a result, he didn't play fall sports.

60. There were incidents of violence at CRLS and parents were never notified. This is a serious safety issue.

62. Some of the teachers have been extraordinary but several have been very demeaning to me and my child. The guidance dept. has been very frustrating to deal with and my son's guidance counselor has been difficult to reach, talk with and get help or guidance from especially concerning college info.

68. My son is our second CRLS student. Our other son graduated in June, 2009. We have had a great experience with guidance counselor Jodi Mace--our children are very good students and she assisted in the daunting college application process. For CRLS to maintain academic quality, high achieving students, as well as all other levels need support. We found it in the AP level faculty and Jodi Mace.

71 Our experience at CRLS has overall been fabulous. Many of the teachers have been spectacular! A few have been lackluster, disorganized, +/- unequal to the task. Unfortunately, some of these have been in core honors classes (English, math, science). The contrast between the superior and the not has been a bit stunning.

74. I'd appreciate more consistent supervision of teachers/faculty so that they could provide more consistent, high quality instruction.

77. The guidance department has improved in the past couple of years. Previously, I felt some didn't meet the needs of the child in helping to determine class options, college options, available scholarships and bridging the gap between students, teachers and parents. I am happy to say I think this is changing.

79. We have been generally pleased with CRLS. The teachers and administration are excellent. We were not happy with the changes in the baseball coaching staff, which seemed very abrupt and not well thought out. CRLS might produce an introductory video introducing key administrators and department heads with a brief overview of what to expect in the 9th grade year at CRLS--academically, socially, and maybe a menu of options available to incoming students and their parents.

80. I think it would be useful for CPS to send info about the HS to both kids and families, especially about the CP/Honors info, as well as perspectives on the strengths and challenges of block scheduling. Because I have a very motivated child who I trust around academics, he likely does not share all the info sent through him. Also when I try to access the much heralded computer grade records, it's pretty poor, and no one has responded to my email about that. I do feel strongly that there are some outstanding folks there--in guidance, Latin, chemistry, Spanish, English, ...

81. More info needs to get out to parochial as well as private schools. I had very little info.

86. A question and answer session with current CRLS students and eighth grade students may be a helpful way to orient students to the CRLS culture.

92. When I wrote I was least satisfied with academics at CRLS, this is only because a few teachers have been less than stellar, but most of them have been a good match for my daughter. None of the other choices made sense for me to choose, as I very much like the block scheduling and have had no complaints about the foreign language program. RSTA has been a hugely positive influence in my daughter's life. I feel that my daughter was not adequately prepared in some areas for high school. Here 7th/8th grade science experience was a disaster. She had good critical thinking skills but lacked basic knowledge of historical events, mathematical procedures, U.S. geography, and other basic content. She was steered toward taking IMP for math, but this just put her further behind in math, which she "paid for" in low math SAT scores.

To help with the transition to CRLS, I would have like a Q and A session with CRLS teachers and administration, without students present, which was not listed as one of the choices. That would have probably been the most helpful.

93. Guidance counselor, social workers, and some teachers helped C. adapt since she started school about 10 days late. We hoped services would be available from Teen Center, but we did not qualify.

94. I am satisfied with CRLS because my son is a good student and his friends like to learn. So we don't have problems with discipline and homework. These are reasons I believe he is successful and we are satisfied.

95. After 10 years in private school, we are delighted with CRLS. My daughter is having a great high school experience.

108. The 6-8 program, in general, is abysmal and does not give rigor or academic excellence a real consideration. Poor inconsistent curriculum, revolving door of teachers and out of control students are factors.

I pulled my daughter out of 7th grade because it was a ZOO, and I couldn't give CPS another go after several years of poor education.

The middle school years must be drastically improved!

110. These questions miss the biggest problem with the transition, namely academic continuity. There appears to be no connection between the middle school offerings/curriculum/levels/standards and those at the high school. Some uniformity in expectations would be great: summer reading lists, honors vs. regular, research skills, etc. None of these are present in our middle schools. If the same high level of leadership, respect for students, rigorous standards were present at the middle schools, there would be no transition issues.

111. The advance information/preparation for incoming 9th graders has improved significantly in the past 3 years.

119. High school needs a real Honors Program--open to students who are prepared and willing to work and participate. No Child Kept Behind.

Teachers are not open to regular communication with parents.

121. More expectations, academic rigor and extra curricular/social opportunities during middle school would help the transition. Also, larger middle school populations (say 3 elementary school feed into different, larger middle schools, allowing for enlarged social and extra curricular opportunities). Also academic rigor and choices should be provided in middle schools.

Too many disconnected middle schools, each running own show makes it more difficult to shove info between CRLS and middle school.

Feedback to middle schools from freshmen teachers about preparedness.

124. In general, I am glad my daughter goes to CRLS. However, we have encountered various, seemingly avoidable "system" failures--assignment to the wrong homeroom, cancellation of classes after the term has begun, etc. Smart and helpful people at CRLS have helped us rectify these problems, but it was stressful for us and a waste of our time and theirs. Introductory science classes have been weak. Art classes have been great. History teaching has been very good, but based too much on textbooks. I think the block structure needs serious rethinking--perhaps a combined block-standard schedule would serve more students along the spectrum.

129. Dear Dashiell, This survey encouraging as parent to learn more about my daughter's CRLS experience, if not by asking her questions (that is not productive), then by asking others. Until now I didn't think/consider about getting to know/info principal, lead teacher, dean of students, dean of curriculum. The staff organization at each school I left a mystery. I've only contacted guidance counselor to be sure my daughter's choices are OK for 09-10. I respect my daughter's judgement. She wants CRLS to be her own place. Maybe that'll be less so as she acclimates and I can find ways to get info for me and have input, too. THANK YOU!

143. I think that the Mayor's Youth Summer Program helps students (incoming freshmen) feel more confident because they get to meet CRLS students as well as incoming freshmen.

148. Teachers need more guidance in how to make good use of the long classes in block scheduling.

Teachers need more support/guidance in how to teach to learning differences/kids with 504 plans.

Teacher mentors for kids might help kids to connect more with grown ups.

158. Freshmen are bullied at CRLS, especially if they are small and white. The dominant attitude seems to be meanness, ridicule, and exclusion. They are supposed to look tough, act tough, and use ghetto language.

The informational meetings I attended were poorly organized, with no attention to details of comfort, sound, lighting, protocol, hand-outs, being on time, due process. The building itself lacks a welcoming clean presence, especially at night. It's filthy, lockers are broken, stuff seem lackadaisical. LC "C" has appalling leadership. There is not enough safety protection for students or oversight of teachers that are failing.

No one was available to talk about course selection--particularly in math where there are several tracks.

159. I have observed the quality of classes and teachers at CRLS to be quite variable. My son attended a K-8 where the curriculum was rich, and included many interesting projects and assignments. Thus far, I have not seen this at CRLS, and the academic standards appear to be significantly lower. I am hoping in coming years that my son will have good teachers/classes and find interesting electives and extracurriculars, and also like-minded students. Thanks.

164. Good luck on your project! I hope this was helpful.

166. I believe there should be mentors assigned to kids who are underachievers.

167. Regarding block scheduling, my main concern is that the student loses grasp of the foreign language when he/she only studies it for the one semester each academic year.

Some teachers are excellent: Ms. Wegman, Ms. Dodson, Ms. Philips, Ms. Tobin. Others are good. There has been a teacher who did not seem to care or be interested in teaching--not sure how he got hired.

170. The hardest part was trying to understand course selection in 8th grade, the timeline and whether the information the 8th grade teachers and principal had was correct. We had to do a significant amount of searching for information ourselves, which was troubling.

Also, there needs to be a clearer process for 8th grade students who take courses to get info about that, if that option is going to continue. It was an important part of my son's 8th grade academic experience.

174. My daughter was eager to get to a big school and is/was socially adept, so the transition didn't scare her, or us. It was before the name changes for math so that was easy, I know that parents of 9th graders were very confused by that.

179. Our son has enjoyed Rindge--the guidance dept. has been good. Teachers good. Opportunities good.

The most difficult part of transition was determining about level to start at. As he was coming in after two years at a private school it was not immediately obvious--particularly in math--and the course descriptions are too "PC" to be really helpful.

Sorry for the late return, we were away when the packet was received.

182. George Finn is a highly qualified educator, as well as a great guy.

196. We have been very happy with A.'s teachers: Ms Haverty, art; Mr. Burroughs, English; Mr. Childs, physics. They were exceptional exceptional teachers. A. liked blocked scheduling but I thought two electives in one semester was not in her best interest. Also since physics was first semester and she did wonderfully, there as no prep for the MCAS in the spring. A.'s guidance counselor should not be allowed to work at CRLS. If this is any indication of what we have to look forward to in college prep... Let's say I am hopeful that we get a new and energetic but well educated counselor. Our son who graduated in 2004 had a terrible experience with guidance as well. But he had great teachers, as well.

199. I think elementary schools should attend some performances, dance, and other art programs when possible.

202. Student's voices are best--less parental involvement. The School Committee teaches kids to not get along. More healthy food and composting of trash!!

Appendix N: CCS Full-Text Comments

13. This was way too long.

26. Dashiell, this survey switches between parents' questions and kids questions. I'm sure you will still get usable results, but that is gonna confuse some people. Tell me what else I can do to help. --Hannah Firestone

32. Elementary school teachers scare kids going into high school.

34. You should prepare students whom are becoming freshmens that fun/but also stress times in high school. Such as maintaining a good GPA playing sports or even social problems.

40. I was dissatisfied with the rigor of the academics but was very pleased with the accommodation of teachers. CRLS has its students set far too low in many cases. Also, I believe there should be some attempt to close the class/race gap in HN/AP classes compared to CP classes. Good luck!

48. I transferred to CRLS as a junior so things were not as bad. I had to adjust from private school to public, but CRLS made it a lot easier.

68. It's no problem at all transitioning if you actually use the resources you're provided with.

74. "What academic aspect of CRLS have you been least satisfied with?" My answer s more complicated than that. After having taken five years of spanish and being very comfortable speaking the language, my guidance counselor placed me in a II HN class, and I feel that I ended up losing more spanish than I learned because we didn't speak.

"How would you characterize your transition to CRLS?" I don't feel that I was aided very much by my homeroom teachers, guidance counselors or dan for that matter. My other teachers didn't help much either. My real guides were only older friends and my boyfriend (who has now graduated) and his friends. I felt very little support from other members of the staff (at least very little help that seemed sincere.)

85. I love you Dashiell!

86. I thought the hardest part of the transition was finding classrooms and adjusting to the large school and environment. Suggest more tours or more interesting tours with activities to our elementary school students. Also a great thing to do is have the STARS program create two informational videos. One for parents and one for students. Have the one for parents more detailed and the the students' more entertaining. Also suggest that STARS put on assemblies at all the elementary (public) schools about "A Normal Day at CRLS". This would make the young kids a lot more confident for the transition. "A Day in the Life of a CRLS Student".

108. Switched out of public schools in Cambridge in mid-seventh grade because of poor education. Applied to Saint Peter School and graduated. My parents and I were very pleased with SPS because I was learning everything that I was supposed to be learning. I applied to Mount Saint Josephs Academy but we decided to attend CRLS because it was more convenient. I have been pleased with CRLS. My last English class was my favorite and the crew team is part of my life now.

118. I felt that when I attended my freshman year of high school I was pretty confident. Though I'm mad about some of the curriculum choices I made. My parents don't have a very good educational background so they wouldn't have been able to help me with choosing my classes. I'm very good in history and lit but do poorly in math and science so without knowing or fully understanding, for my sophomore year I got Algebra 2 HN for my second year (which means I didn't do math for a full year), so I do horribly poor in that class. I feel that the guidance counselor doesn't do much. I understand that they are mainly supposed to help for senior and junior year but that's way too late for someone who doesn't have much guidance. Thank you!

124. I was soured about teachers and academics coming in because I had been told that it was not as good as King Open and that curriculums were not as original. I did find it this way-- there was work, but you didn't have to think nearly as hard about things, which I resented-- and resent still--but I also found very good teachers. I am not as wholly happy with high school as I was with elementary school.

153. I loved Rindge and I felt my transition was as smooth as possible. I might have enjoyed having high school students visit my elementary school to tell me about their experiences. But I by no means felt it necessary. I was, of course, nervous about going into a new school but felt that everything was as smooth as it could have been!

161. I was specifically concerned about the course selection process. I'm a very confident and aggressive student and I wanted to make certain I was choosing courses which were best for my personal needs. I was, however, given absolutely no information about the content of courses other than the paragraph in the catalogue. Teachers were ill-informed and guidance counselors didn't have the time. Now I'm confident enough to make executive decisions about my course selection, but then I needed more personal guidance.

170. Your survey was well made but I must say that I am stunned at your lack of gender-sensitivity on the last question. I thought it was a city wide policy not to discriminate on the basis of gender!

196. Athletic Dept. and Visual Arts Dept. are amazing. So far, I've had a good experience with the Science Dept. Honors English was great, as well as Piano Lab.

216. I think that the middle schools and elementary schools need to do a much better job in preparing the students for math, science, and history at the high school. There is a huge imbalance in the level of preparedness of students from different schools.

Note: Caucasion, multi-racial, and hispanic aren't ethnicities, they're races. Race and ethnicity are not the same thing. Please change this on future surveys.

Appendix O: FP Full-Text Comments

What would you say is your biggest concern about your child attending CRLS?

1. It's a big change from a K-8 school where he knew everyone. I think having the freshman separate will help.

8. How far is temporary building for 9th grade students. Are they traveling alone or teachers will be there to help them. How and where they are eating. Is there any cafeteria there for them.

15. Getting used to a different style of teaching than he is used to from his K-8 school.

16. I don't have any concerns right now.

18. Getting behind in work; not keeping up.

27. Understanding the transition of independent learning style. No more classroom babysitting for her... getting in with the right group of friends -- ones that will embrace academics.

29. My biggest concern about academic lesson to be successful well and good result.

31. No concerns.

32. Freshman year at Longfellow. Limited teaching staff and curriculum. Isolated/limited social opportunities.

36. The 9th grade campus! This week we received a letter saying the deans are not from their LC, but from 9th grade campus -- disrupts our family relationships w/ LC deans. How many other elements of 9th grade campus will disrupt/damage CRLS experience? Block scheduling advantages? Access to honors classes? etc. Will the 9th grade social life be negatively affected by all 9th graders clumped together, in a "cooker"?

43. - Lack of class selection
- Logistics safety from Freshman Campus to main campus
- Quality of teaching

44. I hope my child will meet the best teachers.

51. The size of the school. I am a graduate of CRLS and the size of the school always overwhelmed me.

63. My child not to fall between the cracks. Teachers should let me know early enough of failing in a class so I can get help for my child. It happen to offen.

66. I hope she'll have the right classes + teachers to keep her excited about school + bring out her best self + work

67. Drug use among students.
69. Transportation, however, any other issues or problems that may arise I will confront them at that time.
70. Good for me.
76. Size - will she get lost?
84. I hope that the curriculum is at the right level for her background and if not, that changes can be made.
87. Faculty
88. I'm concerned about
90. Academica and safety. Friendship and leadership experiences.
91. My son, Kherlen Gambia, started learning English is last January. I have a concern if he could follow the school curriculum with other native English speakers. However I want him to challenge, especially in mathematics.
96. Safety
103. Adequate academic depth + breadth
105. His academic success.
106. I would say that my biggest concern about my child attending CRLS is the sport he is playing because I worried he will get a serious injury but he wanted to do it and I will support him by playing it.
130. My biggest concern would be for my child to walk from the High School to freshman Academy.
132. Social scene / bullying
133. It's a great polite, respectful school and I can already see my child feature's here and everything's gonna be fine for my child.
135. The demanding sports schedule in addition to a possibly demanding academic load - not enough time for everything.
138. Big school, can get "lost" - attending the Longfellow and not experiencing a true HS for 4 years.
144. Safety
146. Peer Pressure: Trying to be cool and acting out to look good to his peers. NOT paying attending to his grades and not keeping up with HOMEWORK. Drugs.
149. Safety + academic concerns
156. That he will become discouraged/apathetic and not focus enough on academics.

160. Biggest concern is how 9th grade at Longfellow will be. How were teachers assigned to Longfellow?

165. Sequencing well so she has plenty of opportunities to go further in areas she likes.

Her finding out about opportunities (academic + enrichment) when there is no centralized source of information.

171. She is on an IEP. How to get around, it takes a while for her.

180. It is too big and my son is quiet and not proactive at times during interaction with other boys.

181. My son has been here in Boston for 9 months and the language is a big concern for me, although he learns fast.

185. Logistics of Freshman Academy. Not enough core honors courses offered.

187. Peers pressure, and her safety in school.

194. Academics

195. My child focusing on her education + peer pressure.

197. Transitions are difficult and my son will need extra support.

201. My child has attended a small (20 graduating class) private h.s. for the past 10 years. She has little connection with town schools/ - great opportunity. In Lexington, there was an orientation for private school kids attending public h.s. Great idea, I contacted Cambridge but not an option. I hope there is an orientation for freshman prior to first day of school.

204. I'm concerned about the isolation from the rest of the campus. It's too bad the freshman class will have to be @ the Longfellow.

207. To adjust with transition and meeting new people there.

209. His level of motivation + maturity and the new routines + requirements - self-starting solving problems on his own.

212. Being around a larger population of students and safety.

What would you like to know more about?

8. Longfellow school the building for 9th grade. At least tour before school start. How much time they spending there and what is afterschool timing they are in CRLS.

15. I would like a simple explanation about the roles of the administrators and deans. As a parent, who do I go to for what and in what order?

18. What kind of academic help is available.

27. A brochure with all the extracurricular activities available.
29. I would like to know who the school prepared to follow up the students lesson and who came foreign student who become second language. how get helping from the school?
31. - Extracurricular activities
- Profiles of teachers
- More information about principal and his goals
32. Longfellow building improvements + staff
36. Generally, we would like to see more info about how to work with CRLS curriculum toward different goals. Examples of schedules (9th-12) of students who went to different kinds of colleges + careers would be really useful -- not just a course catalog. We also found meeting w/ CRLS guidance counselor before 9th grade to be really helpful. Perhaps having LC dean + guidance counselor orientation sessions in the spring to introduce all 9th grade LC families to their core staff + each other would be helpful.
43. - My freshman's teachers
- Specific course lesson plans (web posted prior to Day 1)
44. I would like to know if CRLS has tutoring after class.
51. I guess everything. Its new to my daughter to attend CRLS and I have of uncertain thoughts and concerns.
63. Nothing right now.
84. Will there be any orientation for freshmen or will they go directly to classes.
87. I would like to know more about core, RSTA, college preparation and Honor class. The of different deans.
90. School counselors.
91. Colledge Prep + Honors class (how are they different, etc.). ELL (English Language Learners) after school classes. Class allocation (My son's English is not good, but he is good at Math. So I'd prefer him taking advanced Math class while taking an appropriate English class).
96. I feel well informed.
105. What kind of motivation the students get about the MCAS exam?
106. I would like to know more about the academics of CRLS.
132. Differences between "honors" and "college prep." What individual teachers are like, music program.
133. Nothing really because I know everything about CRLS
135. Teen health center. Block schedule. Sports - what the hours, expectations, etc. Buses to and from CRLS - do we get a student pass, etc.?

136. How the school communicates with parents with the overall activities of a child in school.

146. I feel I still need to learn the school's system. Would like to know how much the teachers will challenge my child to do well academically.

149. Two of his older brothers had already finished with CRLS + I am satisfied.

156. I would like to understand the Math Courses better. They are called by different names in the course catalog, on line, etc. It would be more clear if the names were consistent. Algebra I, Geometry, Algebra II. Also why if 8th graders are taking Algebra I, do they recommend taking it again in 9th grade. This does not make much sense to parents. The whole math curriculum needs to be overhauled - It is terrible.

171. How the first day looks. Who helps her. Where to go, etc.

180. What are you doing if some kids are being bullied? Some kids are big and aggressive.

181. I would like more information on what block scheduling is. And information on College Prep and honors classes.

187. About block scheduling.

194. My child's class + her schedule.

201. Logistics of Longfellow freshman academy and high school.

207. What the school do to make an easy transition for freshman students.

209. Best methods of parents communicating w/ staff at CRLS. Schedule! It's stressful not having his schedule in hand on August 14. Availability of extra help.

212. All resources.

Additional Comments.

15. Let's get rid of the "freshman beat-down" rumors please!

27. I'm totally impressed with Chris Saheed!

43. There is an English/reading assignment for all freshman. Where is the math assignment? Where is the science assignment?

84. It would be nice if there were an email list for parents of students in private school and that e-updates were sent before meetings for 8th graders and their parents. You don't know about the meetings if your child is in private school, unless you keep checking back with the parent liaison and read the website.

156. The way classes are selected in 8th grade for 9th grade at school between students and teachers is a mistake. It would be simpler for kids to do it at home in consultation with their

parents. Teachers should recommend a level perhaps (Honors, College Prep, etc.)

We were very disappointed that Italian was taken away from the language options.

The course catalog is very disorganized and confusing. Special programs like Avid & English Language Acquisition should be in the back of the catalog printed on a different color paper. Also the way the RSTA classes are titled should be changed to be more clear. RSTA classes should be open to all students not just those students who have taken "exploratory" classes.

171. I would like to know if someone looks at my daughter during the day to make sure where she should be.

201. I would really love to see an orientation for freshman prior to the first day of school. I think it would ease stress of first day to see a few friendly faces.

207. I had my daughter at CRLS three years ago - she loves it - no bad experience at all - I hope my son also feels the same.

211. This is Mehboob Ganchi. I am thinking my son Mohsin Ganchi get good adjuction, studdy and this is helpfull for his life and actully I do not have a adjuction about CRLS but I increage of my son to get his improvment so what ayer you like help my son my home address is Mohsin M. Ganchi son name Mehboob Ganchi 364 Rindge Ave Apt 16G Cambridge MA 02140. Very sincerly M Ganchi.

Appendix P: FS Full-Text Comments

What would you say is your biggest concern about attending CRLS?

8. That I might end up getting lost in the school for going to classes. Also, the teachers, I'm hoping they are good & they educate us well.

16. My biggest concern is meeting new people and academics.

27. Finding my way around. Having academic independence and larger classes. I'm use to small classes w/ the teachers closely guiding us all year long.

29. My biggest concern is about academics and safety. I want to have success on my academics.

43. Athletics.

44. I wish to (meet) have the good relationship with all my teachers, all students. I wish to have the best teachers.

51. The size of the school.

63. Probably meeting new people/friends.

69. Keeping my grades up.

70. Good for me.

73. Students/peers

76. - It's scary to think that basically everything I do in high school shows up on my college application!

- Another big concern is the safety at school...

84. Learning the layout of the school.

88. Fitting in and thinking that I took really class.

89. Attending classes

96. Meeting friends and understanding the classes

99. The classes

103. - Classes

- Grades

105. How many students per a class and how serious the school is about conducting business? The level of professionalism of the staff in dealing with students of all backgrounds.

106. I would say that my biggest concern about attending CRLS is the deans of the students because there are so many people are going to attend CRLS and I would be nervous meeting them.

109. Getting good grades and doing well in sports.

130. My biggest concern would be about my academic classes. Like if I will get good grades or not.

132. I'm most concerned about what other students will think of me.

138. The facilities

144. The teachers & classes (difficulty)

147. My biggest concern is the possibility of getting beat up.

151. I guess just how everything will be, because it's such a big school and the new classes and new peers. So far though I feel pretty good about attending CRLS.

160. Having to go to the Longfellow school and then going to the Rindge building. We haven't had a tour of the actual Longfellow building and I wish we could be at the actual CRLS building for all four years.

173. My biggest concern is that getting good education.

175. The classes I'm taking and if I want to play a sport.

180. It is too big.

187. Failing classes

194. Getting lost in the school.

197. Summer reading 2009.

204. How classes shift from both buildings and getting everywhere on time.

207. I would say my biggest concern about CRLS is getting all my homework done because it looks like hard stuff.

212. I don't really have concerns mostly. I'm just concerned about my grades I might get.

What would you like to know more about?

8. I feel that I know what I need, and have no comments.

11. I would like to know more about the block scheduling.

27. The 9th grade academy.

29. As I am new for USA also for high school. So I don't know that much about high school. I want to know more about high school specially about all academics. I don't choose any subject yet. Because I want help with that thing. Also I want to visit my school to be familiar with the school. And things like that.

43. Athletics.

44. I would like to know if occasionally my math's teachers can stay after class for help me with my homework.

51. Timing

69. The teachers

76. Will there be people to walk up from the Freshman building to the main building? (So I would like to know more about going back and forth from the building).

88. How classes work

90. My picked classes. I was informed that I was not allowed to take geometry HN first semester. However, that was my first semester pick.

96. Classes I'm interested in.

103. - Classes
- Clubs

105. The level of the motivation from the school to the students about their academic success: the language the school passes on to the students to make them think seriously about their studies and college.

106. I would like to know more about the communities and the academics of CRLS

109. My classes and how they work.

130. I would like to know more about how CRLS runs with each class.

132. I might want to know more about the teachers at CRLS.

144. Credits/classes

147. Will I get beat up?

149. I would like to know more about block scheduling.

151. The classes, how many credits you need, and how does the learning community fit into it all.

160. - How and when we meet with guidance counselors
- The roles of the deans of students + curriculum

173. My classes and about the athletics/sports.

175. Classes, lunch, sports...

180. How are block systems working out so far?

197. Why we have the stupid summer reading thing in the first and the stupid essay thing.

204. How lunch works and classes in the main building work.

207. I would like to know more about the ways you can get help at Rindge in case I need help doing my homework.

Additional Comments

29. I have your email: I will email to you about those things.

Appendix Q: CCP Comment Summaries

Sixty-four of the 139 parents of current CRLS students wrote in comments. The following tables summarize their thoughts, concerns, and questions.

Comments

Uneven teaching staff	9
Happy with guidance counselor	9
Pleased with CRLS experience	8
Unhappy with block scheduling	6
Specifically its effect on language classes	4
Unclear on the roles of various administrators	6
Unhappy with guidance counselor	6
Majority of information cam from older child or other parents	5
Unhappy with math curriculum (+ IMP)	5
Have to specifically request information from teachers about child's performance	5
Good teachers	5
Happy with AP classes	5
Unhappy with core curriculum classes	4
Unhappy with 8 th grade parent night	4
Middle school program does not provide adequate preparation for high school	4
Guidance counselor needs to help more with college stuff	3
Elementary school teachers helped make freshmen course decisions	3
Not enough information about College Prep vs. Honors classes	3
Unhappy with Physics First curriculum	3
Guidance counselor helped make decision between College Prep + Honors courses	2
Happy with athletics department	2
Unhappy with online resources (Edline, GradeWeb, etc.)	2
Unhappy overall	2
Happy with block scheduling	2
Greater Boston League (GBL) for athletic competition too small	2
Worried about size/number of students	2
Unhappy with English curriculum	1
Happy with clubs	1
Unhappy with communication	1
Information about tutoring needs to be better disseminated	1
Unhappy with security at the school	1
Unhappy with French curriculum	1
Other students are not motivated enough	1
Student should solve own problems (without parental interference)	1
Special education program inconsistent	1
Amigos students not placed in appropriate Spanish classes	1
Administrators difficult to work with	1
Not enough information about fall sports	1
Parents not informed of violent incidents	1
Happy with RSTA	1
Mayor's Summer Youth Employment Program (MSYEP) positive for transition	1

Unhappy with deans	1
Unhappy with physical building	1
Concerns about bullying	1
Unhappy with AVID program	1
Sports and arts dominate social scene	1

Suggestions

- Information night for parents needs a student perspective on CRLS
- Events need more parking
- Program allowing 8th graders to take freshmen classes needs more structure
- Course descriptions of College Prep + Honors classes need to be more informative on the distinctions
- High school teachers should give middle school teachers feedback on their CP/HN recommendations
- Graphic design should be offered as an art class
- There needs to be an accelerated program
- Informational video about deans, daily life, etc.
- More information should be sent to private schools
- Teachers need more supervision
- More uniformity between high school and middle school curriculum and expectations
- Mentors should be given to underachieving students
- Elementary schools should be encouraged to attend CRLS events

Appendix R: CCS Comment Summaries

Twenty-seven of the 128 current CRLS student respondents wrote in comments. The following tables summarize their thoughts, concerns, and questions.

Comments

Unhappy with guidance counselor	4
Everything has been satisfactory	2
Happy with English curriculum	2
Elementary school teachers helped with freshman course decisions	2
Older sibling helped with freshman course decisions	2
Unhappy with math curriculum	1
Unhappy with science curriculum	1
Unhappy with English curriculum	1
Happy with arts department	1
Principal was main source of information about CRLS	1
Happy with electives offered/taken	1
Elementary school teachers make high school sound scary	1
Curriculum not rigorous enough	1
Transitioning to a significantly bigger school is scary	1
Elementary school was a more pleasant experience	1
People from different elementary schools have very different preparations for high school work	1
Happy with athletics	1

Suggestions

- Students should be able to ask questions at info sessions
- All freshmen should get together before school starts to meet one another
- Advice should be given about balancing school, athletics, and a social life
- STARS should make a video about CRLS experience/daily life
- High school students should visit elementary schools to talk to students

Appendix S: FS Comment Summaries

Fifty-five of the 70 parents of upcoming freshman respondents wrote in comments. The following tables summarize their thoughts, concerns, and questions.

What would you say is your biggest concern about your child attending CRLS?

Keeping up with academic changes	10
Safety	5
Freshman Academy	4
Travel between 9 th grade campus + main campus	4
Size of CRLS	4
Good teachers/classes	3
Drug use among students	2
Athletics	2
Bullies	2
English Language Acquisition program	2
Freshman student having different deans from older child	1
Lack of academic rigor	1
Communication with the school	1
Freshman orientation	1

What would you like to know more about?

Teaching staff	4
Difference between College Prep + Honors classes	4
Logistics of 9 th grade campus	3
Role of deans	3
Tutoring options	2
Extracurricular activities	2
English Language Acquisition program	2
Block scheduling	2
Communication with the school	2
Specifics of classes (syllabus, etc.)	1
Orientation for freshmen	1
Rindge School of Technical Arts (RSTA)	1
Guidance counselors	1
MCAS preparation	1
Academics (generally)	1
Specifics of math classes	1
Bullies	1

Additional Comments

Concerned about bullies	1
Positive impression of principal	1
Concerned about summer assignment	1
Unhappy about loss of Italian program	1

Suggestions

- Email list for parents in private schools (information about plays, dance performances, course selection, etc.)
- Reorganize course catalog to put special programs (ELL, RSTA, etc.) in the back and core curriculum classes in the front
 - Math courses have confusing names – rename them
- Freshmen should have an orientation before the first day of school

Appendix T: FS Comment Summaries

Forty-one of the 65 upcoming freshman respondents wrote in comments. The following tables summarize their thoughts, concerns, and questions.

What would you say is your biggest concern about attending CRLS?

Increased academic rigor/getting good grades	15
Meeting new people/making new friends	6
The size of the building	5
Getting lost	3
Getting good teachers	3
Athletics/making the team	3
Safety	2
Traveling between the 9 th grade campus + main campus	2
Being in larger classes	1
Having good relationships with teachers	1
Everything you do affects college applications	1
Meeting the deans	1
Getting beat up	1

What would you like to know more about?

Academics	12
Blocking scheduling	3
Athletics	3
The availability of extra help	2
Teachers	2
Traveling between 9 th grade campus + main campus	2
Credits for classes	2
Learning communities	2
Lunch schedule	2
Freshman Academy	1
The timing of the day	1
Extracurricular activities	1
Getting beat up	1

Additional Comments

Confusion about College Prep vs. Honors classes	1
Need to do well in high school	1