CSCA 成绩现状分析报告 CSCA Academic Performance Analysis Report

1. 数据概览 / Dataset Overview

- **有效样本总数 / Total Valid Samples**: 40 份独立成绩单。
- **录入科目总数 / Total Subject Entries**: 84 个单科成绩。

2. 个人最高成绩分布 (以人数为单位) / Performance Distribution by Student (Highest Score Principle)

本节根据每位学生在所有科目中取得的最高分进行分类，以体现其学术峰值水平。

成绩分段 (分) / Score Range	人数 / Count	占比 / Percentage (%)
91 - 100	**6**	**15.00%**
81 - 90	2	5.00%
71 - 80	5	12.50%
61 - 70	5	12.50%
51 - 60	**7**	**17.50%**
41 - 50	**6**	**15.00%**
31 - 40	**7**	**17.50%**
21 - 30	2	5.00%
11 - 20	0	0.00%
0 - 10	0	0.00%

核心观点提炼 / Core Insights & Analysis

(1) 高分领跑与中坚力量缺失 / Elite Excellence vs. Missing Middle Class 数据呈现出明显的“哑铃型”特征：**15.00%** 的学生表现优异（91-100 分），但处于“良好”水平（81-90 分）的学生仅占 **5.00%**。这表明教学成果在顶层有突破，但在将“中等生”转化为“优等生”的过程中存在明显断层。 The data shows a distinct "dumbbell" pattern: while **15.00%** of students excel (91-100

range), only **5.00%** fall into the "Good" category (81-90 range). This indicates a significant gap in transitioning average students into high performers despite strong top-tier results.

(2) 及格线边缘的群体危机 / The "Borderline" Crisis 及格线（60 分）以下的压力巨大。**51-60 分** 与 **31-40 分** 两个区间的人数最多（各占 **17.50%**）。这反映出有大量学生处于“临界点”，稍加引导即可及格，若忽视则可能彻底掉队。 There is a critical mass of students hovering around the passing mark. The **51-60** and **31-40** ranges are the most populated (each at **17.50%**). This reflects a large "at-risk" group that could either pass with minor intervention or fail if neglected.

(3) 知识掌握的非均衡性 / Non-Uniformity of Knowledge Acquisition 总计有 **55.00%** 的学生未达到及格线（0-60 分），且分布相对分散。这说明教学内容可能对于半数以上的学生来说难度偏高，或者基础知识的覆盖面在实际教学中未能有效触达全体学生。 A total of **55.00%** of students scored below the passing mark (0-60 range), with a fragmented distribution. This suggests the curriculum complexity may exceed the grasp of over half the class, or foundational concepts were not effectively communicated to the entire group.

(4) 有效的底部兜底效应 / Effective "Floor" Control 尽管及格率欠佳，但 **0-20 分** 的极低分段人数为零。这证明了教学过程具有基本的保底作用，所有学生都掌握了一定程度的知识点，没有出现完全放弃学习或无法理解基础指令的情况。 Despite the poor pass rate, there are zero students in the extremely low **0-20** ranges. This demonstrates an effective instructional "floor," indicating that all students have acquired a baseline understanding and no one has been completely left behind in terms of basic engagement.

3. 核心学科独立分析 (以科目为单位) / Independent Analysis by Core Subject

针对数学、物理、化学三大核心理科（理科中文/STEM Chinese）的分段对比分析。

分段 / Range	数学 / Math (38)	物理 / Physics(20)	化学 / Chemistry(20)	文科中文 /Humanities Chinese(6)	理科中文 /STEM Chinese(0)
91 - 100	**13.16%**	0.00%	0.00%	16.67%	/
81 - 90	5.26%	**15.00%**	**20.00%**	16.67%	/
71 - 80	10.53%	**15.00%**	10.00%	16.67%	/
61 - 70	10.53%	5.00%	10.00%	16.67%	/
51 - 60	**23.68%**	**40.00%**	15.00%	/	/
41 - 50	10.53%	10.00%	**20.00%**	16.67%	/
31 - 40	**15.79%**	5.00%	**20.00%**	/	/
21 - 30	10.53%	5.00%	5.00%	16.67%	/
11 - 20	0.00%	5.00%	0.00%	/	/
0 - 10	0.00%	0.00%	0.00%	/	/

各学科成绩分布特点结论 / Conclusions on Multi-Subject Score Distribution

(1) 数学：高分突破与中低段堆积并存 / Math: High-End Breakthrough with Lower-Middle Clumping

- **13.16%** 的学生进入了 **91-100** 的顶尖区间，显示出极强的头部竞争力.
- 然而，最大的群体集中在 **51-60** 分段 (**23.68%**)，且 **31-40** 分段比例也较高 (**15.79%**)，说明整体及格压力较大.
- While **13.16%** of students reached the elite **91-100** range, the largest cluster sits at **51-60** (**23.68%**), indicating a significant struggle for the majority to pass.

(2) 物理：严重的“及格线边缘”堆积 / Physics: Heavy Clustering Near the Passing Threshold

- 物理成绩表现出极度集中的特征, **40.00%** 的学生堆积在 **51-60** 分段.

- 该学科缺乏顶尖高分段 (**91-100** 为 **0%**), 但在 **71-90** 的良好区间有 **30.00%** 的支撑.
- Physics shows extreme concentration, with **40.00%** of students in the **51-60** range. There are no elite performers (**0%** in **91-100**), though **30.00%** maintain a "Good" level (71-90).

(3) 化学: 典型的三峰分布与不稳定性 / Chemistry: Typical Tri-modal Distribution & Instability

- 化学分布呈现出三个明显的波峰: **81-90** (**20.00%**), **41-50** (**20.00%**) 和 **31-40** (**20.00%**).
- 这种分布表明学生对化学知识的掌握呈现严重的分层, 缺乏中间过渡地带.
- Chemistry exhibits a tri-modal distribution with peaks at **81-90**, **41-50**, and **31-40** (all **20.00%**). This suggests severe stratification in student understanding.