

## Notes on At-Risk CRLS 9<sup>th</sup> Graders and CRLS Absence and Suspension Rates

2015 vs. 2016 Demographics: Numbers of 8th Graders										
	All Students	Stud. with Disab.	Econ. Dis.	Afr. Amer./ Black	Asian	Latino/ Hispanic	White	Non Econ. Dis.	Male	Female
2015	358	95	123	115	48	57	121	235	189	169
2016	393	105	152	119	35	60	148	241	202	191
<b>INCREASE</b>	<b>35</b>	<b>10</b>	<b>29</b>	<b>4</b>	<b>-13</b>	<b>3</b>	<b>27</b>	<b>6</b>	<b>13</b>	<b>22</b>

2015 vs. 2016 Achievement: Numbers of Students who Scored Below Proficient on 8th grade MCAS Science Test										
	All Students	Stud. With Disab.	Econ. Dis.	Afr. Amer./ Black	Asian	Latino/ Hispanic	White	Non Econ. Dis.	Male	Female
2015	215	87	92	96	22	47	40	120	119	95
2016	256	98	129	105	20	50	64	128	133	124
<b>INCREASE</b>	<b>41</b>	<b>11</b>	<b>37</b>	<b>9</b>	<b>-2</b>	<b>3</b>	<b>24</b>	<b>8</b>	<b>14</b>	<b>29</b>

**1. This year's freshman cohort is larger and more at risk for low achievement in high school than last year's freshman cohort, and is thus likely to need more supports and interventions than last year's freshman cohort. Using PARCC and MCAS science scores as measures, anywhere from one-third to two-thirds of 9<sup>th</sup> graders are at risk for low-achievement. Students with disabilities, economically disadvantaged students, and African American/Black and Latino students shows the highest risk.**

- *Last year's 8<sup>th</sup> grade cohort (this year's 9<sup>th</sup> graders) included approximately 393 students, 65% of whom scored below Proficient on the MCAS Science test. The previous year's 8<sup>th</sup> grade cohort (last year's 9<sup>th</sup> graders) included only 359 students, and only 60% scored below Proficient on MCAS Science. If scoring below Proficient on the MCAS Science test is a measure of being "academically at risk," this year's freshman cohort is estimated to include 255 students at risk for low academic achievement, as compared to last year's freshman cohort, estimated to have included only 215 at-risk students. That suggests that there are roughly 40 more at-risk CRLS freshman as compared with last year, the majority economically disadvantaged.<sup>1</sup>*

<sup>1</sup> <sup>1</sup> Because the 2015 8<sup>th</sup> graders took the MCAS ELA & Math tests but the 2016 8<sup>th</sup> graders took the PARCC versions, the two cohorts only have MCAS Science scores in common. Discrepancies in numbers reflect rounding errors from DESE data.

- *The vast majority of students with disabilities, economically disadvantaged, and African American/Black and Latino students scored below Proficient: students with disabilities (93% not Proficient), economically disadvantaged (85%) African American/Black (88%), and Latino (84%) students scored below proficient on the MCAS Science test. More than half of students with disabilities failed the test (56%), and almost half of all African American/Black students (48%) failed the test.*
- *PARCC scores for last year's 8<sup>th</sup> graders were also low: 45% of those who took the ELA test scored below Meets Expectations in ELA, a total of 165 students; of these, 58 scored in the lowest two categories (Did Not Meet or Partially Met Expectation). In Math, 52% scored below Meets Expectations (187 students); of these, 108 scored in the lowest two categories (30% of the total).*

## **2. CRLS can be a difficult environment for students:**

- CRLS has a very high absence rate, indicating that some need more support getting to school: Last year, 55% of all students missed 10 days or more, 29% (540 students) missed 18 days or more (10% of the school year), and 17% (340 students) had 10 or more unexcused absences. This probably varies by demographics, such that within some demographic groups, more than 30% of students are missing 10% or more of school.
- Though suspensions at CRLS have decreased substantially at (to only 4.6% of all students—84 students in 2015-2016), suspensions are disproportionate by disability status, income, and race/ethnicity: rates are higher for students with disabilities (10.8%--31 students), economically disadvantaged students (8.5%--49 students), African American students (8.6%--53 students), and Latino students (5.7%--13). Only 1.8% of white students (13) were suspended in 2014-2015. Two-thirds of those suspended were male students.

**SUMMARY:** This year's 9<sup>th</sup> grade cohort is larger and more at-risk than the 2015 9<sup>th</sup> grade cohort. They are entering a school environment in which there is a high absence rate and where, despite reductions in suspensions, students with disabilities, low-income students, African American, Latino, and male students are at higher risk for being suspended. Given that students in these demographic groups are also at higher risk for low achievement, it is critical that extra supports be put in place for students at risk for academic difficulty and therefore for the school disengagement that can result when students do not receive enough individualized academic support, guidance, and positive attention from trusted adults in the school environment.

2015

## GRADE LEVEL 8 - SCIENCE AND TECH/ENG

Student Group	District										State									
	Students Included	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)
			A	P	NI	W	A						P	NI	W					
#	%	A	P	NI	W				#	%	A	P	NI	W						
<b>Accountability Subgroups</b>																				
Students w/disabilities	95	96	0	9	35	56	50.8	N/A	N/A	13,353	97	0	11	39	50	50.8	N/A	N/A		
ELL and Former ELL	24	100	0	13	29	58	46.9	N/A	N/A	5,487	98	0	8	35	56	42.7	N/A	N/A		
Econ. Disadvantaged	123	97	1	24	47	28	64.0	N/A	N/A	21,450	98	1	20	45	34	57.8	N/A	N/A		
High needs	189	98	1	22	41	37	60.2	N/A	N/A	31,136	98	1	19	44	36	56.9	N/A	N/A		
Afr. Amer./Black	115	97	1	16	44	39	55.2	N/A	N/A	5,992	98	0	16	47	37	54.7	N/A	N/A		
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	-	153	97	1	27	48	24	64.4	N/A	N/A		
Asian	48	100	6	48	33	13	81.8	N/A	N/A	4,345	99	8	50	31	11	81.6	N/A	N/A		
Hispanic/Latino	57	100	0	18	49	33	62.3	N/A	N/A	11,795	98	1	17	42	40	53.8	N/A	N/A		
Multi-race, Non-Hisp./Lat.	15	100	13	47	27	13	83.3	N/A	N/A	2,025	99	5	40	39	16	73.6	N/A	N/A		
Nat. Haw. or Pacif. Isl.	1	-	-	-	-	-	-	-	-	81	100	2	40	35	23	71.6	N/A	N/A		
White	121	100	10	56	26	7	84.3	N/A	N/A	47,432	99	4	46	39	11	78.4	N/A	N/A		
<b>Other Subgroups</b>																				
Male	189	98	6	31	34	29	69.2	N/A	N/A	36,707	99	3	40	37	19	72.9	N/A	N/A		
Female	169	99	4	41	40	16	73.4	N/A	N/A	35,141	99	3	37	43	17	71.8	N/A	N/A		
Title1	1	-	-	-	-	-	-	-	-	21,231	99	1	21	45	34	57.9	N/A	N/A		
Non-Title1	357	99	5	36	37	22	71.3	N/A	N/A	50,592	99	4	46	38	12	78.5	N/A	N/A		
Non-Econ. Disadvantaged	235	100	7	42	31	20	74.9	N/A	N/A	50,374	99	4	47	38	12	78.6	N/A	N/A		
ELL	19	100	0	11	26	63	40.8	N/A	N/A	3,959	98	0	4	29	67	36.5	N/A	N/A		
Former ELL	5	-	-	-	-	-	-	-	-	1,626	99	0	18	53	28	58.6	N/A	N/A		
1st Year ELL	7	-	-	-	-	-	-	-	-	538	98	-	-	-	-	N/A	N/A	N/A		
Ever ELL	83	99	0	18	45	37	57.5	N/A	N/A	11,293	99	1	20	41	38	55.4	N/A	N/A		
<b>All Students</b>																				
2015	358	99	5	36	37	23	71.2	N/A	N/A	71,861	99	3	39	40	18	72.4	N/A	N/A		
2014	403	100	2	32	42	24	65.7	N/A	N/A	71,951	99	4	38	41	18	72.4	N/A	N/A		

2016

## GRADE LEVEL 8 - SCIENCE AND TECH/ENG

Student Group	District										State									
	Students Included	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)
			A	P	NI	W	A						P	NI	W					
#	%	A	P	NI	W				#	%	A	P	NI	W						
<b>Accountability Subgroups</b>																				
Students w/disabilities	105	98	0	7	37	56	46.7	N/A	N/A	13,059	97	1	10	37	52	49.7	N/A	N/A		
ELL and Former ELL	16	100	0	19	38	44	48.4	N/A	N/A	5,259	98	0	8	34	57	41.8	N/A	N/A		
Econ. Disadvantaged	152	100	0	14	43	42	51.5	N/A	N/A	20,821	98	2	19	44	36	56.4	N/A	N/A		
High needs	202	99	0	13	44	43	52.0	N/A	N/A	30,036	98	1	17	43	38	55.7	N/A	N/A		
Afr. Amer./Black	119	97	0	12	40	48	48.7	N/A	N/A	6,130	98	1	15	44	39	53.1	N/A	N/A		
Amer. Ind. or Alaska Nat.	4	-	-	-	-	-	-	-	-	136	97	3	28	43	26	65.1	N/A	N/A		
Asian	35	97	3	40	54	3	80.0	N/A	N/A	4,412	99	15	46	29	10	82.5	N/A	N/A		
Hispanic/Latino	60	100	0	17	52	32	56.7	N/A	N/A	11,867	98	1	17	42	39	54.0	N/A	N/A		
Multi-race, Non-Hisp./Lat.	25	96	4	44	36	16	73.0	N/A	N/A	1,935	98	8	34	41	17	73.0	N/A	N/A		
Nat. Haw. or Pacif. Isl.	2	-	-	-	-	-	-	-	-	70	100	7	21	39	33	61.1	N/A	N/A		
White	148	99	12	45	34	9	81.1	N/A	N/A	46,053	99	7	41	40	12	77.0	N/A	N/A		
<b>Other Subgroups</b>																				
Male	202	99	5	29	40	26	67.2	N/A	N/A	36,004	99	6	35	38	20	71.3	N/A	N/A		
Female	191	98	5	30	40	25	65.7	N/A	N/A	34,625	99	5	35	42	18	71.2	N/A	N/A		
Title1	-	-	-	-	-	-	-	-	-	20,101	98	2	21	44	33	58.0	N/A	N/A		
Non-Title1	393	98	5	30	40	25	66.5	N/A	N/A	50,502	99	7	41	39	13	76.6	N/A	N/A		
Non-Econ. Disadvantaged	241	97	8	39	38	15	75.9	N/A	N/A	49,785	99	8	42	39	12	77.5	N/A	N/A		
ELL	12	100	0	0	42	58	35.4	N/A	N/A	3,884	98	0	4	28	67	36.2	N/A	N/A		
Former ELL	4	-	-	-	-	-	-	-	-	1,375	98	1	19	50	30	57.5	N/A	N/A		
1st Year ELL	6	-	-	-	-	-	-	-	-	798	100	-	-	-	-	N/A	N/A	N/A		
Ever ELL	71	100	1	23	41	35	58.1	N/A	N/A	11,323	99	3	19	41	37	55.5	N/A	N/A		
<b>All Students</b>																				
2016	393	98	5	30	40	25	66.5	N/A	N/A	70,640	99	6	35	40	19	71.3	N/A	N/A		
2015	358	99	5	36	37	23	71.2	N/A	N/A	71,861	99	3	39	40	18	72.4	N/A	N/A		