

School Profile - Fall 2019

Welcome

School profiles present a summary of up to three years of public schoolwide data on each school in the district. They include information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and the parent survey. This profile also reports results from the Kindergarten Readiness Assessment (KRA) and MCAP (Maryland Comprehensive Assessment Program, formerly PARCC) assessments for Grades 3 through 5. For more information, visit baltimorecityschools.org/data

School Information

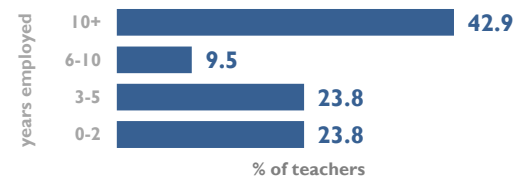
Phone	410-396-0776	Management Type	Traditional
Address	1600 N Payson Street Baltimore, MD 21217	Grades Served	Pre-k to 5
Principal	G. Travis Miller		

Teachers

Official figures are based on full-time teachers as of 10/15/2018.

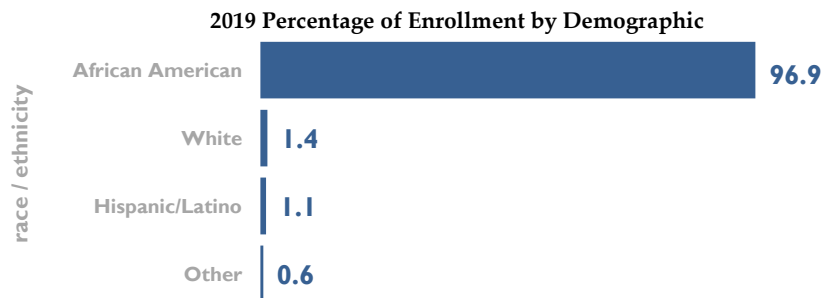
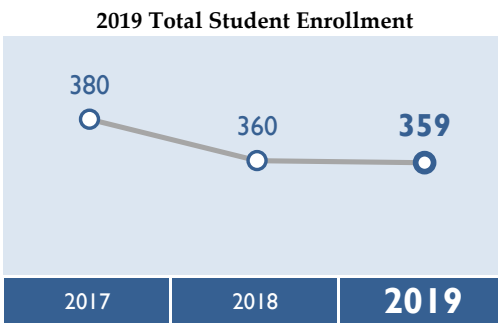
Total No. of Teachers
21

Percentage of Teachers by Tenure in City Schools



Enrollment & Demographics

Student enrollment is determined on September 30, 2018.



2019 Percentage of Enrollment by Student Group



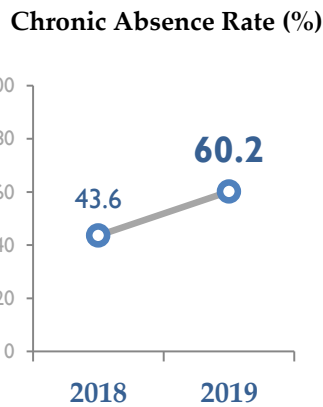
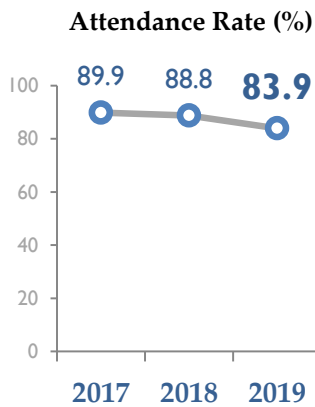
Key: EL = English Learners – i.e., students whose primary or home language is not English and have been assessed as having limited English proficiency; SWD = Students with Disabilities – i.e., those who have current Individualized Education Programs.

2019 City Schools' Poverty Rate

Poverty rates are not reported in this school profile. In the 2015-16 school year, City Schools became a Community Eligibility Provision district, allowing all students to eat breakfast and lunch for free at school. Families no longer needed to fill out the free or reduced-price meals form, which measured poverty. The district now uses a different measure for poverty called direct certification. Direct certification includes students who are homeless, in foster care, or participating in programs for low-income families (e.g., SNAP, TANF), but excludes Medicaid (which prior school profiles included). The challenge is that some low-income families may not be eligible to participate in programs due to immigration status. Funding decisions are often based on a school district's poverty rate. Because City Schools' rate is likely undercounted, we are looking into other measures in addition to the current one.

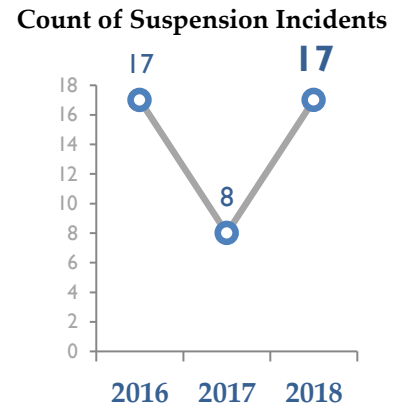
Attendance

In the 2017-18 school year, as part of Maryland's Every Student Succeeds Act (ESSA) Accountability Plan, chronic absence calculations were updated to measure the percent of students absent 10% or more of days enrolled (attendance rate $\leq 90\%$), among students enrolled for at least 10 days. Because of this new method, only 2017-18 and 2018-19 data are displayed. Data are for the school year ending in the calendar year indicated (i.e., "2019" indicates the 2018-19 school year).



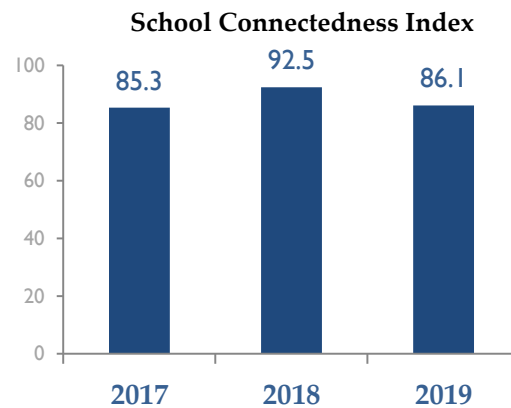
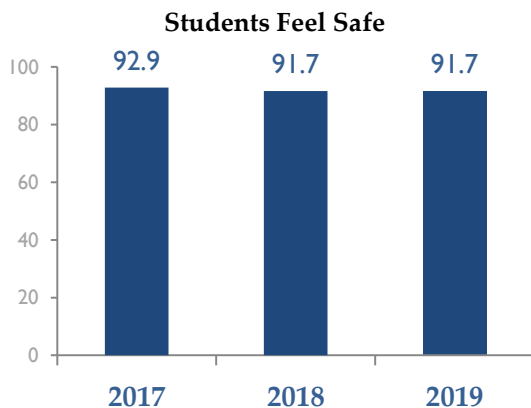
Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.



Parent Survey

The annual parent survey is given to all City Schools parents about the climate at their children's schools. Students Feel Safe measures the degree to which parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The School Connectedness Index measures the extent to which parents feel welcome, staff and parents work closely to meet students' needs, and school administrators are responsive to parent concerns. Data are for the school year ending in the calendar year indicated (i.e., "2019" indicates the 2018-19 school year). For detailed information, visit the City Schools website. (NOTE: In Spring 2019, the Maryland State Department of Education administered schoolwide student and staff surveys. When results are available, instructions for viewing them will be posted on the City Schools website.)

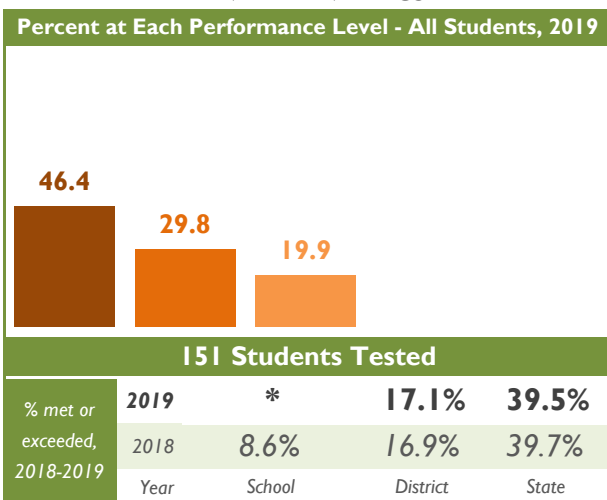


NOTE: To maintain confidentiality, results are suppressed if there were fewer than 10 respondents OR there were fewer than 50 respondents and the count of respondents is lower than 10% of student enrollment.

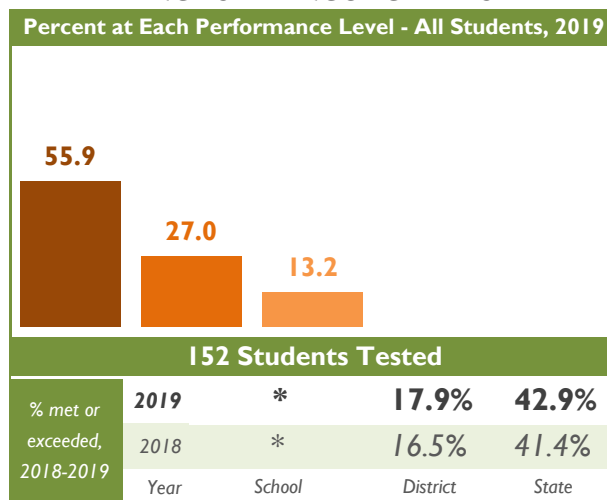
MCAP Results - Grades 3-5

The MCAP (Maryland Comprehensive Assessment Program, formerly the PARCC assessment), aligned to Maryland's College and Career-Ready Standards, is administered in both Math and ELA in Grades 3-8 and for students in Algebra I and English 10. Results are color coded and categorized by the percentage of students achieving each performance level. The 2018-19 school year was the final year that state assessments utilized materials developed by the Partnership for Assessment of Reading for College & Career. Beginning with the 2019-20 school year, students will be assessed under the MCAP, which uses new items developed by Maryland educators. "% met or exceeded" indicates the total percentage of students achieving performance levels 4 or 5 on the PARCC exam (those performance levels, respectively, signify that students have met or exceeded expectations for grade level learning). The percentages of students in each performance level may not add up to 100 due to rounding; the percentages of students in levels 4 and 5 may not add up to the total "% met or exceeded" due to rounding or suppression.

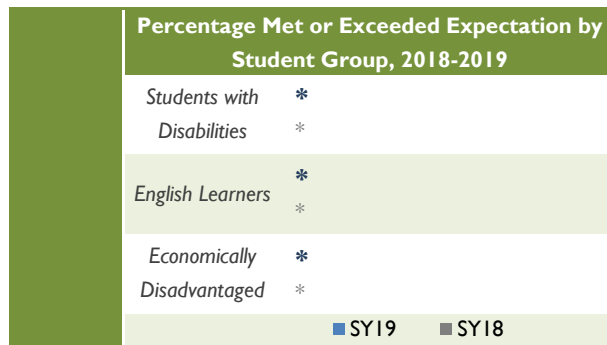
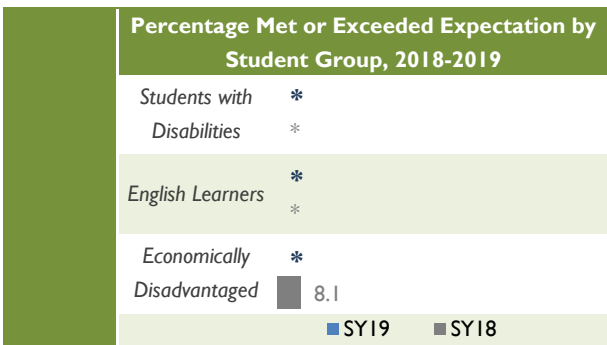
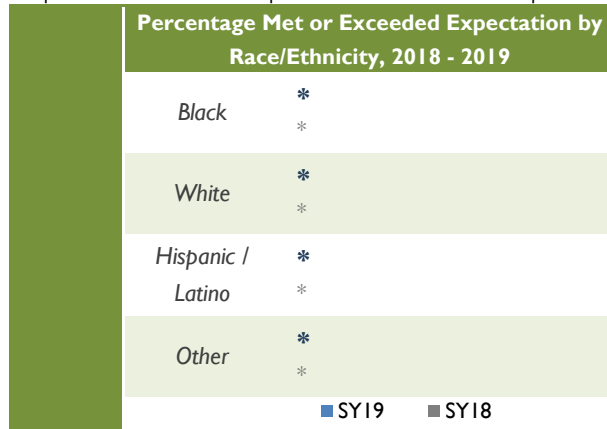
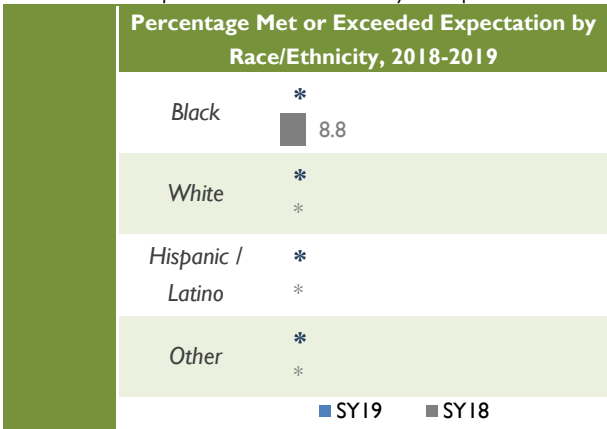
MATHEMATICS



ENGLISH LANGUAGE ARTS



1 - Have Not Met Expectations 2 - Partially Met Expectations 3 - Approached Expectations 4 - Met Expectations 5 - Exceeded Expectations



NOTE: To maintain confidentiality, (*) indicates suppressed data with fewer than 10 students. Economically disadvantaged (ED) indicates students identified as enrolled in a direct certification program. Starting in SY 2015-16 ED is the new terminology used to refer to students historically identified as low-income or FARMs students under the Every Student Succeeds Act (ESSA). "n/a" indicates the test is not given at this school.

Kindergarten Readiness Assessment (KRA) Results

Maryland's Kindergarten Readiness Assessment (KRA) is administered to incoming kindergarteners each fall. The KRA uses age-appropriate performance tasks and observations to measure specific skills and determine what each entering kindergartener knows and is able to do in four specific domains: Language & Literacy, Mathematics, Physical Well-Being & Motor Development, and Social Foundations. These domains have the greatest impact on overall kindergarten readiness. Students receive a scaled score in each of the domains, as well as a Composite score aggregating the four domains. Students receive one of three readiness measures for their Composite score, which are (from highest to lowest) Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Also, in the 2018-19 school year, there was a change in the scoring methodology by MSDE. Details on the KRA assessment and changes to the test can be found at <https://pd.kready.org/r4kmaryland>. Data are for the school year ending in the calendar year indicated (i.e., "2019" indicates the 2018-19 school year).

2019 KRA At-a-Glance, Composite (%)

Matthew A. Henson Elementary School	20.0	52.5	27.5	Demonstrating (%)
City Schools	25.5	35.6	38.8	Approaching (%)
State of Maryland	20.0	33.0	47.0	Emerging (%)

KRA Composite Performance by Year

Student Counts by Category (N)					Year	KRA - Percentage per Category, Composite (%)		
Total Students	Emerging Readiness	Approaching Readiness	Demonstrating Readiness	Emerging (%)		Approaching (%)	Demonstrating (%)	
Composite	40	8	21	11	2019	20.0	52.5	27.5
	56	11	30	15	2018	19.6	53.6	26.8
	59	12	27	20	2017	20.3	45.8	33.9

KRA Average Scale Scores by Domain

Year	2019		2018		2017	
	This School	City Schools	This School	City Schools	This School	City Schools
Composite	265	266	265	267	265	266
Language and Literacy	268	266	268	267	266	266
Mathematics	262	264	264	264	260	263
Physical Well-Being and Motor Development	271	274	270	272	272	271
Social Foundations	268	271	264	274	271	273

NOTE: To maintain confidentiality, (*) indicates suppressed data with fewer than 10 students.