

School Profile - Fall 2018

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 Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for Grades 3 through 5. For more information, visit [baltimorecityschools.org](http://baltimorecityschools.org).

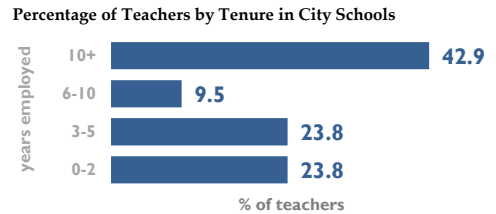
School Information

Phone	Management Type
410-396-0776	Traditional
Address	Grades Served
1600 N Payson Street	PK - 5
Baltimore, MD 21217	
Principal	Tenure with City Schools
G. Travis Miller	23 years

Teachers

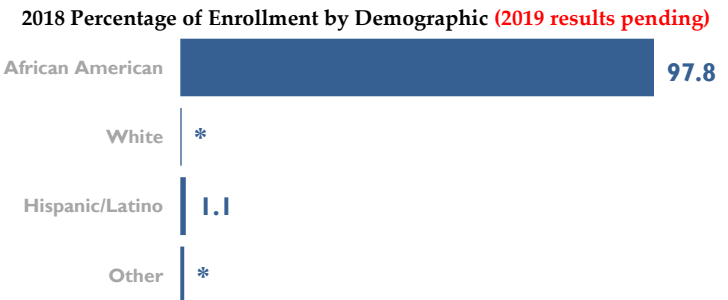
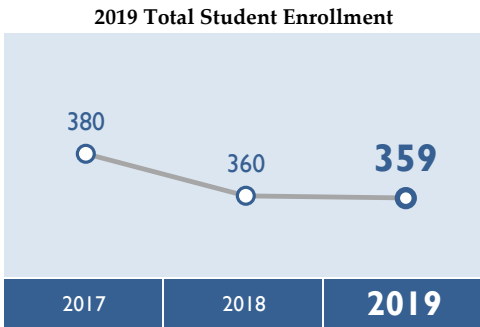
Official figures are based on full-time teachers as of 10/15/2018.

Total No. of Teachers  
**21**

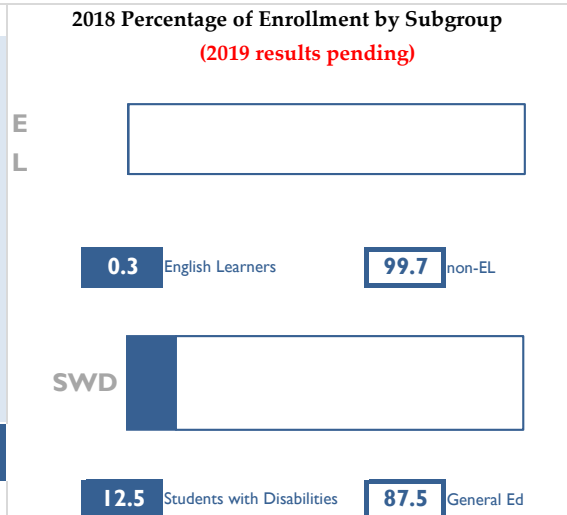
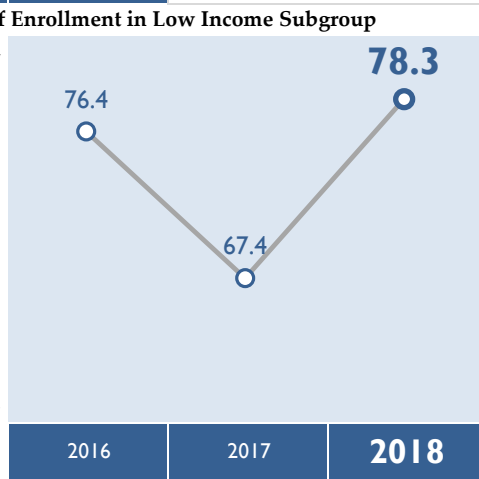


Enrollment & Demographics

Student enrollment is determined on September 30, 2018.



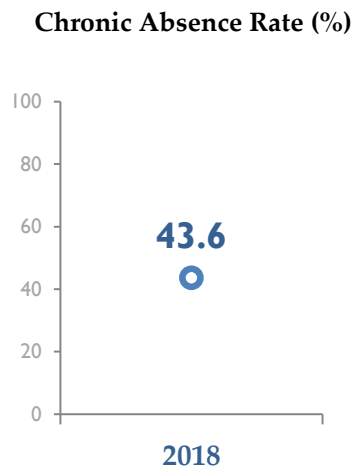
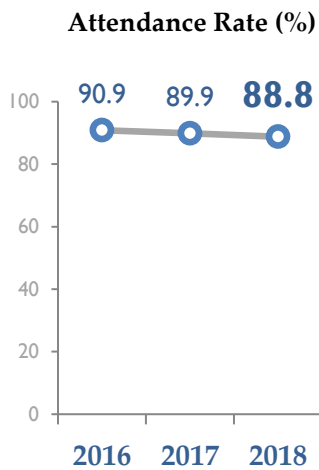
**(2019 results pending)** In SY1516, City Schools became a Community Eligibility Provision (CEP) district, no longer collecting the free or reduced-price meals (FARMs) form as a way to capture student poverty status. Instead, the district uses direct certification as the primary poverty measure to meet state and federal reporting requirements. Direct certification of homeless or foster care status, participation in programs for low-income families (e.g., SNAP, TANF) as a proxy for poverty has some challenges as some low-income families do not participate. As such, the district may update its reporting in the School Profile to include any adjusted district created poverty measure. Direct certification rates from SY1516 to SY1718 are provided to show year to year comparisons using the same methodology. Please note: SY1718 rates were calculated without Medicaid, a change from the SY1617 Profile rates, which included Medicaid.



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. An asterisk (\*) indicates less than 1% – data not reported.

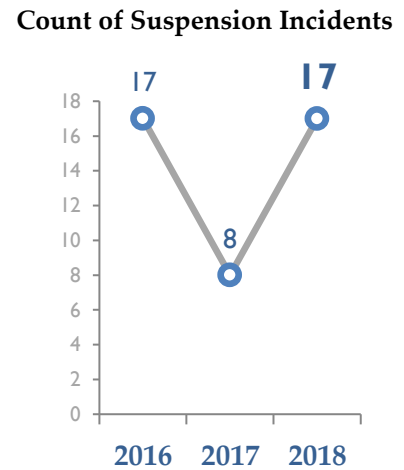
## Attendance

For SY1718, as part of Maryland’s Every Student Succeeds Act (ESSA) Accountability Plan, the chronic absence calculation was 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 SY1718 data is displayed. Data are for the school year ending in the calendar year indicated (i.e., “2018” indicates the 2017-18 school year).



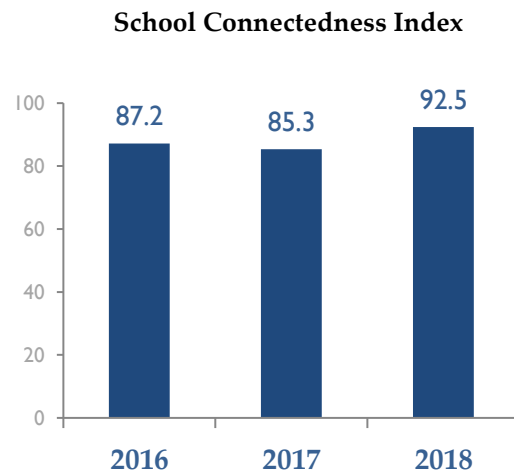
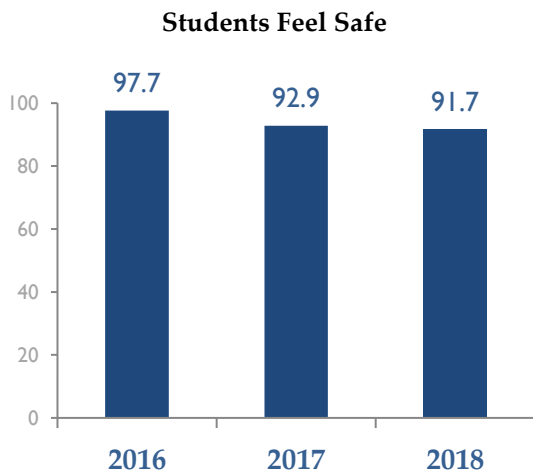
## Suspensions

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



## Parent Survey

The annual parent survey is given to parents of students in pre-K to grade 12. Results reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any metric had 10 or fewer respondents. 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, that staff and parents work closely to meet students’ needs, and that the administration is responsive to parent concerns. Data are for the school year ending in the calendar year indicated (i.e., “2018” indicates the 2017-18 school year). For detailed information, visit the City Schools website. (NOTE: In Spring 2019, the Maryland State Department of Education (MSDE) is scheduled to administer schoolwide student and staff surveys. Once these results are available, instructions for viewing the results will be posted on the City Schools website.)

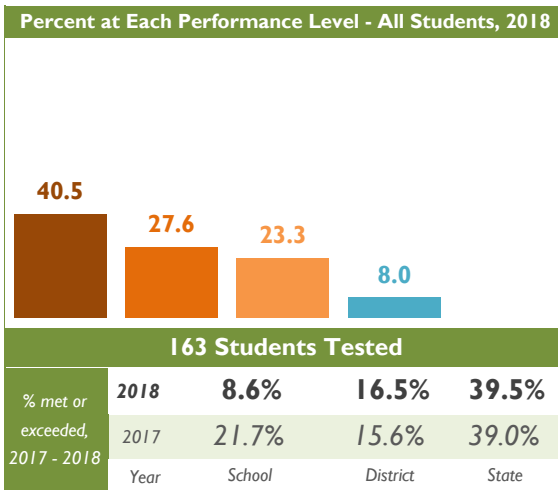


NOTE: If there were fewer than 10 respondents for a year, the data is suppressed and will appear as blank.

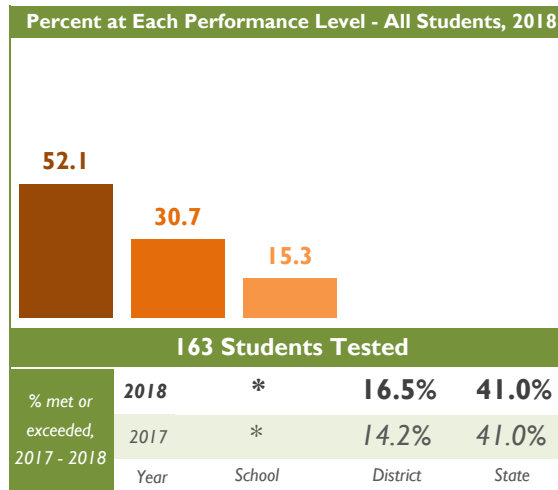
## PARCC Results - Grades 3-5

The PARCC (Partnership for Assessment of Readiness for College and Careers) 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, Algebra II, and English 10. Results are color coded and categorized by the percentage of students achieving each performance level. "% 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). A value of "\*" indicates that the data is suppressed due to the number of students tested. 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.

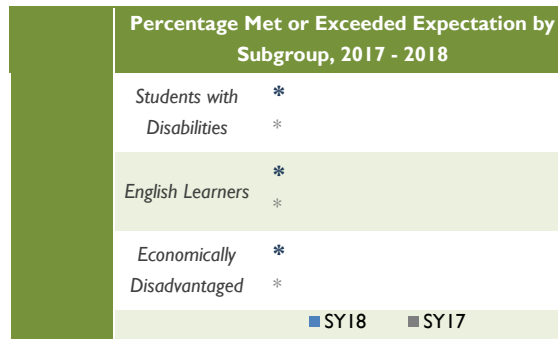
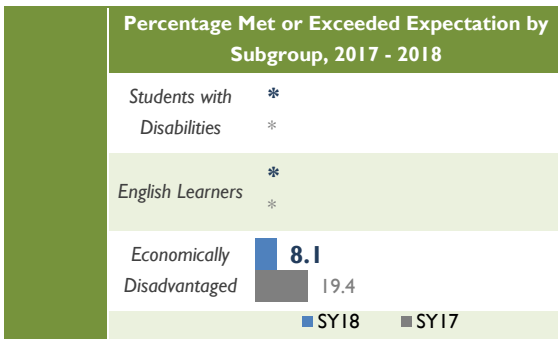
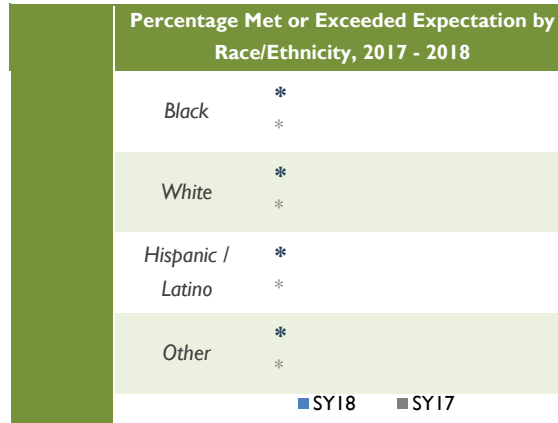
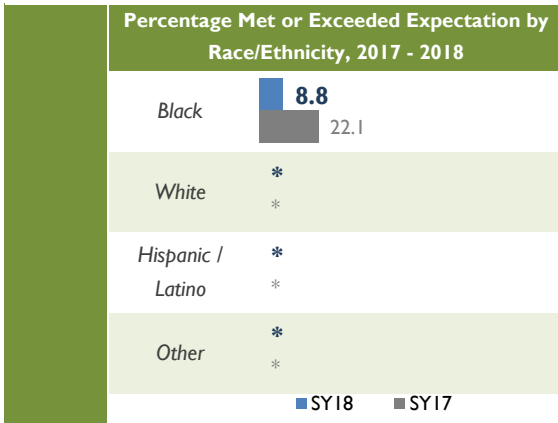
### MATHEMATICS



### ENGLISH LANGUAGE ARTS



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



\*Denotes subgroup with fewer than 10 students who took the test. Economically disadvantaged (ED) indicates students who have been identified as enrolled in a direct certification program, including Medicaid. 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: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Data are for the school year ending in the calendar year indicated (i.e., "2018" indicates the 2017-18 school year). For more information visit <http://www.readyatfive.org>.

2018 KRA At-a-Glance, Composite (%)				
Matthew A. Henson Elementary School	19.6	53.6	26.8	Demonstrating (%)
City Schools	21.3	37.9	40.9	Approaching (%)
State of Maryland	18.0	37.0	45.0	Emerging (%)

2017-2018 School Kindergarten Readiness								
Student Counts by Category (N)					Year	KRA - Percentage per Category, Composite (%)		
	Total Students	Emerging Readiness	Approaching Readiness	Demonstrating Readiness				
<b>Composite</b>	56	11	30	15	2018	19.6	53.6	26.8
	59	12	27	20	2017	20.3	45.8	33.9
<b>Domains</b>	Total	Not Yet Demonstrating Readiness		Demonstrating Readiness	Year	KRA - Percentage per Category, Domain (%)		
Language and Literacy	56	33		23	2018	58.9		41.1
	59	39		20	2017	66.1		33.9
Math	57	46		11	2018	80.7		19.3
	59	47		12	2017	79.7		20.3
Physical Development	57	26		31	2018	45.6		54.4
	60	27		33	2017	45.0		55.0
Social Foundations	57	45		12	2018	78.9		21.1
	60	34		26	2017	56.7		43.3

"Student Counts by Category (N)" is the number of students in each category of the KRA.

"KRA Percentage by Category" is the percentage of students in each category of the KRA.

2018 City Schools Kindergarten Readiness				2018 State of Maryland Kindergarten Readiness			
<b>Composite (%)</b>	Emerging Readiness	Approaching Readiness	Demonstrating Readiness	<b>Composite (%)</b>	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
	21.3	37.9	40.9		18	37	45
<b>Domains (%)</b>	Not Yet Demonstrating Readiness		Demonstrating Readiness	<b>Domains (%)</b>	Not Yet Demonstrating Readiness		Demonstrating Readiness
Language and Literacy	63.1		36.9	Language and Literacy	60		40
Math	72.1		27.9	Math	63		37
Physical Development	45.0		55.0	Physical Development	44		56
Social Foundations	46.2		53.8	Social Foundations	46		54