

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, including information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and parent surveys. This profile reports results from the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in Algebra I, Algebra II, and English 10. In addition, high school graduation and dropout rates and indicators of students' readiness for college and careers, such as performance on SAT and Advanced Placement (AP) exams, is included. For more information, visit baltimorecityschools.org.

School Information

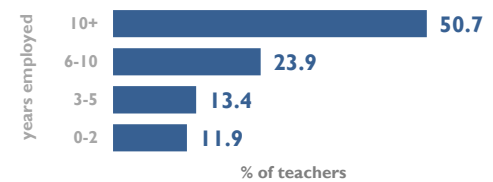
Phone	410-396-6557	Management Type	Traditional
Address	3220 The Alameda Baltimore, MD 21218	Grades Served	9 - 12
Principal	Cindy Harcum	Tenure with City Schools	24 years

Teachers

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

Total No. of Teachers
67

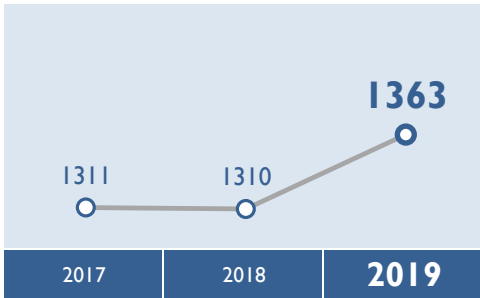
Percentage of Teachers by Tenure in City Schools



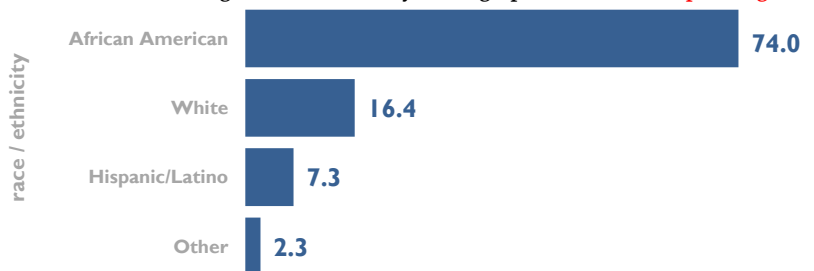
Enrollment & Demographics

Student enrollment is determined on September 30, 2018.

2019 Total Student Enrollment

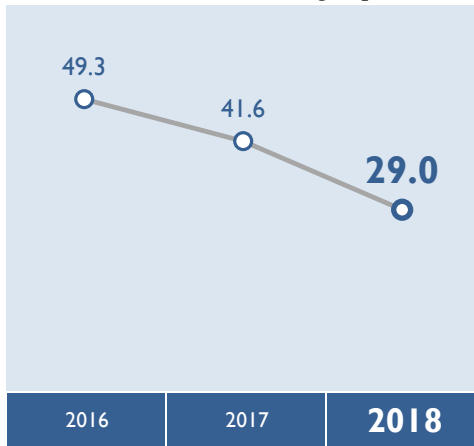


2018 Percentage of Enrollment by Demographic (2019 results pending)

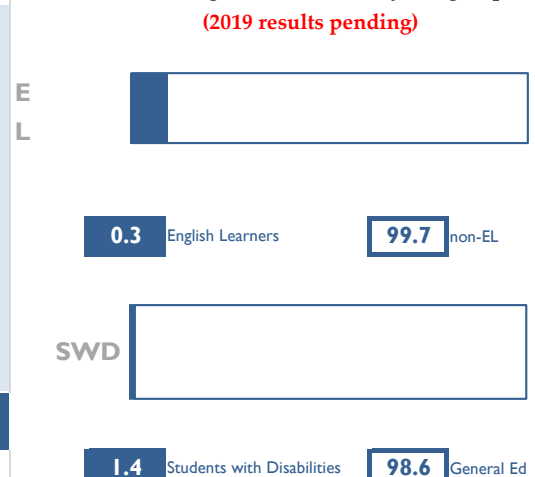


2016-18 Percentage of Enrollment in Low Income Subgroup

(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.



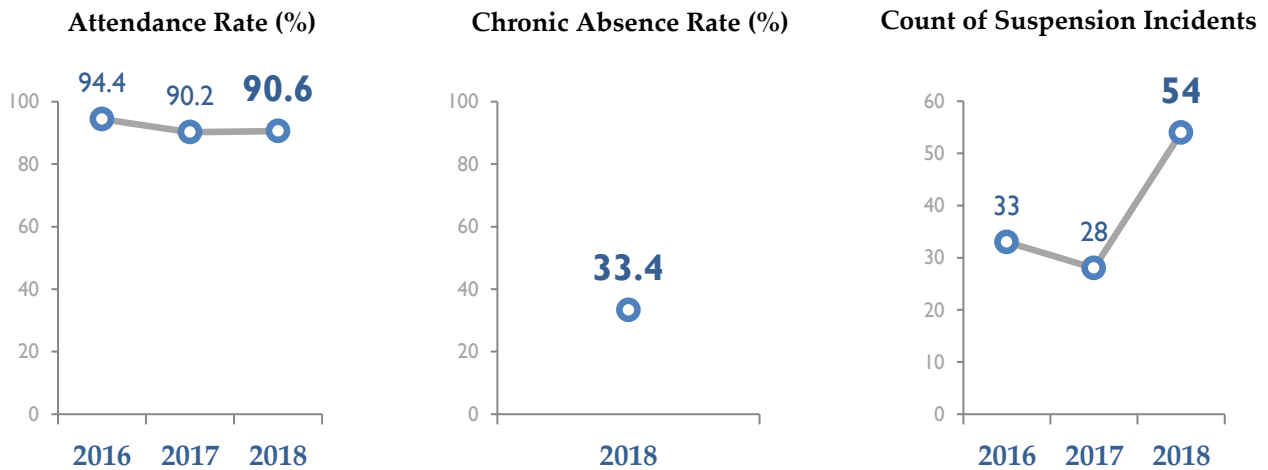
2018 Percentage of Enrollment by Subgroup (2019 results pending)



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).

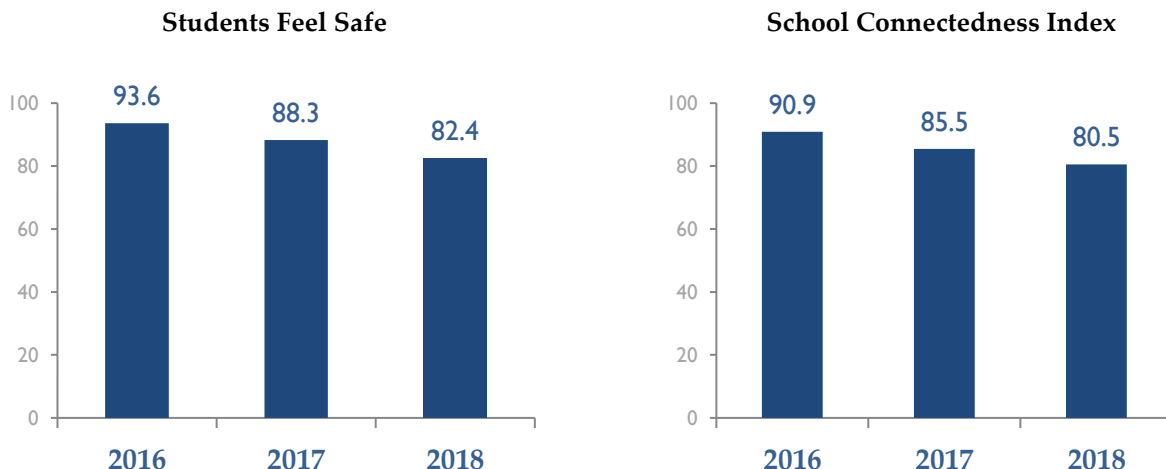


Suspensions

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.)

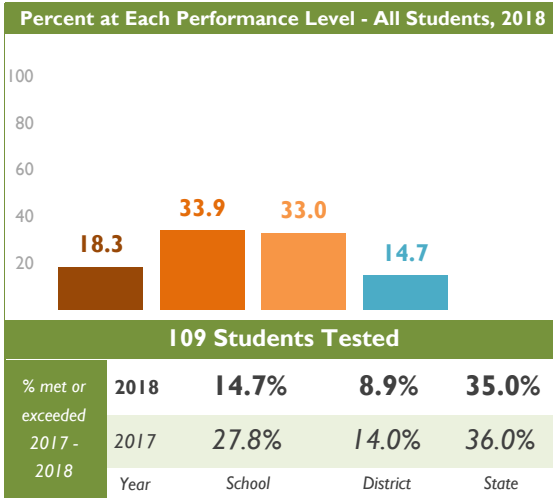


NOTE: If there were fewer than 10 respondents for a year, the data is suppressed and will appear as blank.

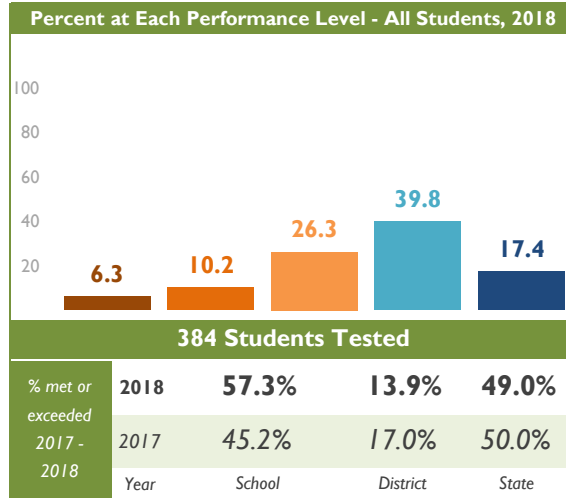
PARCC Results - Algebra I and English 10

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.

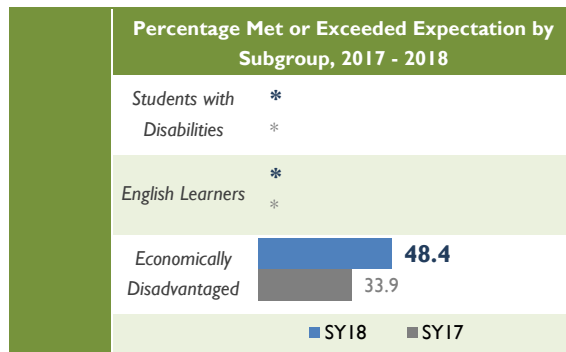
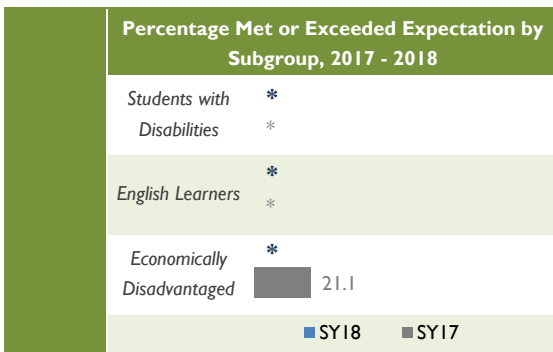
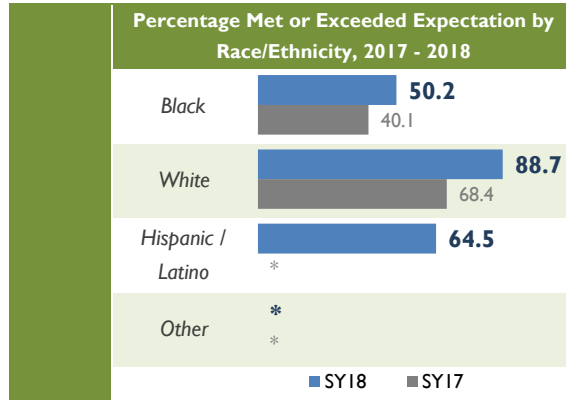
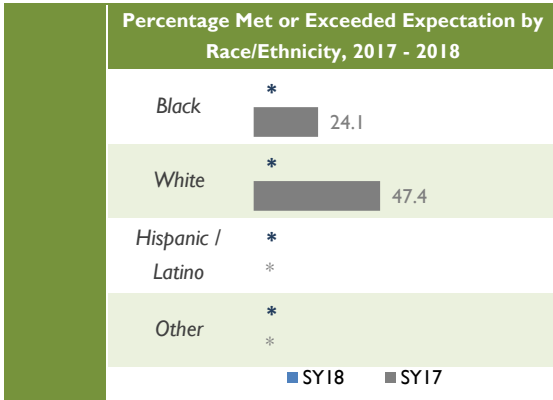
ALGEBRA I



ENGLISH 10



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

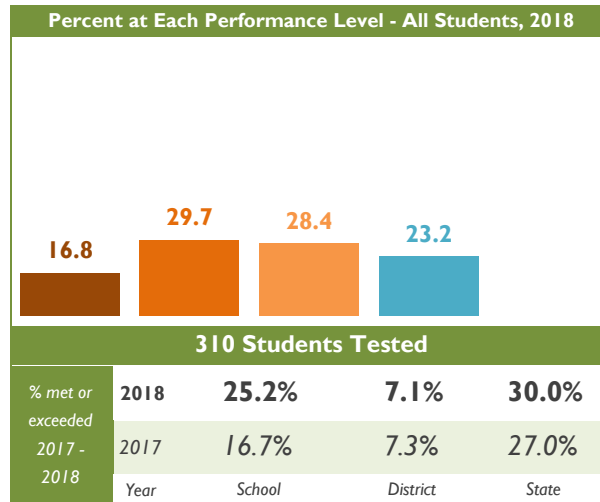


*Denotes subgroup with fewer than 10 students who took the test. Economically disadvantaged (ED) indicates students who have been identified as enrolled in a direct certification program, including Medicaid. Starting in SY 2015-16 ED is the new terminology used to refer to students historically identified as low-income or FARMS students under the Every Student Succeeds Act (ESSA). "n/a" indicates the test is not given at this school.

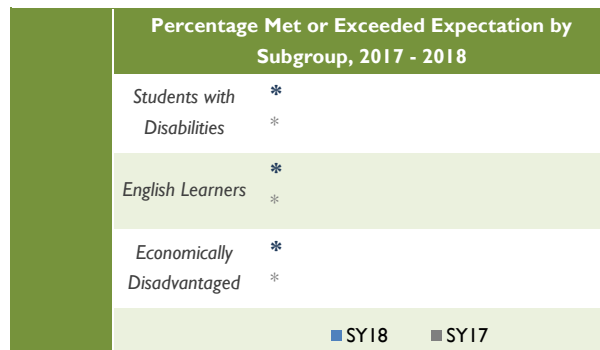
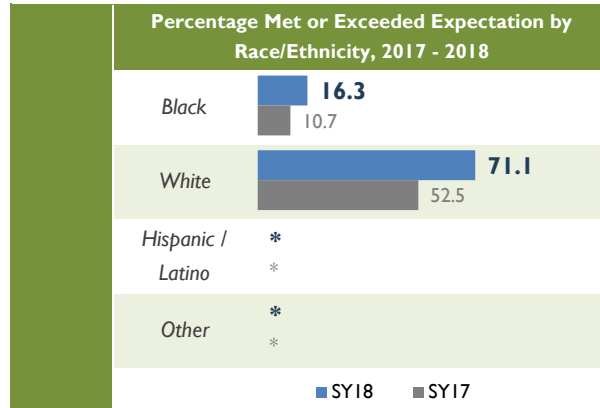
PARCC Results - Algebra II

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.

ALGEBRA II



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.

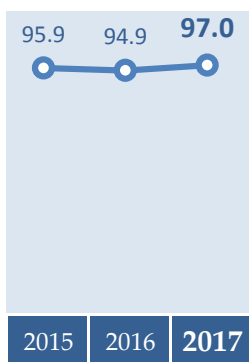
High School Assessment Paths to Graduation

With the introduction of PARCC in SY2014-15, MSDE issued new requirements for meeting high school assessment requirements for graduating. Depending on when students entered 9th grade and when they took certain required courses (Algebra, Biology, English, Government), students can meet their high school assessment requirements through several pathways, including sitting for (but not passing) certain tests, passing individual tests, meeting combined score criteria, and completing coursework or Bridge projects. These requirements are subject to change in coming years. For full details, please visit baltimorecityschools.org.

Graduation and Dropout Rates

4- and 5-year graduation and dropout rates are based on entering cohorts of 9th-grade students. For example, the Class of 2017 includes students who entered 9th grade in 2013. 4-year measures include outcomes through August after the 4th year; 5-year measures include outcomes through the following June. Data are for the school year ending in the calendar year indicated (i.e., "2017" indicates the 2016-17 school year).

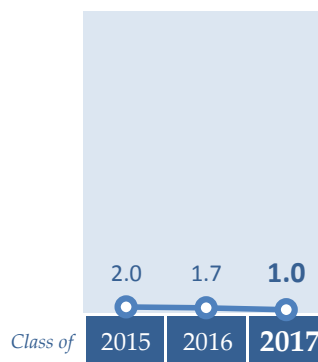
4-Year Graduation Rate (%)



5-Year Graduation Rate (%)



4-Year Dropout Rate (%)



Fall College Enrollment among Graduates

College enrollment rates indicate the percentage of students who enrolled in college by the fall following high school graduation. Data reflect only those students whose colleges participate in the National Student Clearinghouse. "n/a" indicates there are no available data to report yet. "S" indicates data is suppressed due to FERPA. Data are for the graduating class indicated (i.e., "Class of 2015" indicates the students graduating in the 2014-2015 school year). NOTE: Data for the Class of 2016 will be available in the spring of 2018. (Source: BERC Baltimore City Schools College Fact Book)

	Class of 2013	Class of 2014	Class of 2015
Number Of Graduates	319	282	286
Number of Graduates Enrolled in College	223	197	184
Percentage of Graduates Enrolled in College	69.9	69.9	64.3

College and Career Readiness

Research shows that participation and performance in college admissions exams, such as the SAT, and preparatory exams, such as the PSAT, are related to college- and career-readiness outcomes. This relationship was seen in the rates of enrollment in two- and four-year programs and rates of completion of college credit entry-level courses without the need for remedial courses. Data below measure all students in grades 9 to 12 in the school in the given school year. Data are for the school year ending in the calendar year indicated (i.e., "2018" indicates the 2017-18 school year). (Source: College Board)

PSAT Performance

The PSAT, typically taken by students in 9th and 10th grade, measures students' skills in two academic areas important for success in college. Data are provided by the College Board. Results include students who took the PSAT in the given school year. The composite score is the sum of each student's score on the two sections of the PSAT, Math and Evidence Based Reading & Writing. Composite scores are subject to rounding.

PSAT		
	2017	2018
Total Number of Students	894	591
Average Evidence-Based Reading & Writing Score	467	479
Average Math Score	450	454
Average Composite Score	917	934
<i>DISTRICT AVERAGE COMPOSITE SCORE</i>	804	789

SAT Performance

The SAT, typically taken by students in 11th and 12th grade, assesses students' academic readiness for college. Data are provided by the College Board. Results include all students who took the SAT within the given school year. The composite score is the sum of each student's score on the two sections of the SAT. Data are not reported for confidentiality reasons if fewer than 10 students take the exam. Composite scores are subject to rounding. Data are for the school year ending in the calendar year indicated (i.e., "2018" indicates the 2017-18 school year).

SAT		
	2017	2018
Total Number of Students	548	594
Average Evidence-Based Reading & Writing Score	516	516
Average Math Score	485	488
Average Composite Score	1000	1003
<i>DISTRICT AVERAGE COMPOSITE SCORE</i>	899	873

College and Career Readiness (cont.)

One predictor of college readiness includes performance on Advanced Placement (AP) exams. A score of '3' is usually considered passing and is typically accepted to receive college credit; the maximum score is '5'. Data below reflects all students in grades 9 – 12 in the school in the given year. (Source: CollegeBoard)

*Research has shown that students with greater exposure to Career and Technology Education (CTE) are more likely to graduate from high school and either enroll in college (2 or 4-year) or gain employment postsecondary (Thomas Fordham Institute, 2017). CTE is seen as a strategy which provides students, through the courses they enroll in, the technical skills and knowledge to pursue postsecondary training or to enter a career field (Partnership for 21st Century Skills, Associate for Career and Technical Education, & National Associate of State Directors of Career Technical Education Consortium, 2010). **A CTE Completer is defined as any student who meets all course requirements for a CTE program offered in a City school.** While a student may have finished the required coursework for the program prior to the student's 12th grade year, the student's completion of the program is captured for the year that the student enters the 12th grade. (Sources: MSDE-Division of CCR and CRAA)*

Advanced Placement			
	2016	2017	2018
Number of exams taken	295	348	280
Number of students taking 1 or more exam	214	261	174
Number of exams with a score of 3 or above	99	84	95
Percentage of AP exams with 3 or better	33.6	24.1	33.9

Career and Technology Education			
	2016	2017	2018
CTE Completers (Grade 12)	0	0	0

IB Performance

Data are provided by the International Baccalaureate Organization. "Number of IB Exams Taken" indicates the total number of IB examinations taken by students in the given school year. The IB diploma consists of a two-year program in which students successfully complete exams in six subject areas. For students who do not complete the diploma, IB certificates are awarded for each subject exam completed. Data is for the school year ending in the year indicated (i.e. "2017" indicates SY 2016-17 (Source: International Baccalaureate)

	2015	2016	2017
Number of candidates registered	221	240	266
Number of IB exams taken	818	847	1215
Number of students completing the IB diploma	32	21	48
Number of official certificates awarded	190	219	218