

The Historic Samuel Coleridge-Taylor Elementary

School No. 122

School Profile - Fall 2016 Update

BALTIMORE CITY
PUBLIC SCHOOLS

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 school 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 www.baltimorecityschools.org.

School Information

Phone

410-396-0783

Address

507 W Preston Street
Baltimore, MD 21201

Principal

Betty Adams

Management Type

Traditional

Grades Served

PK - 5

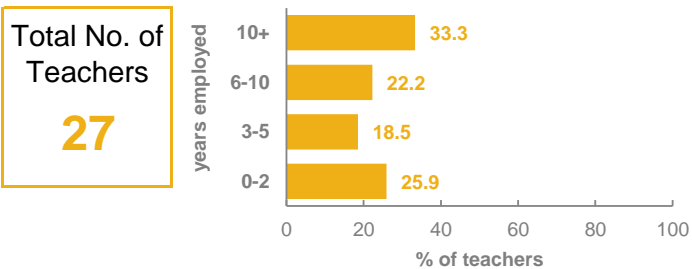
Tenure with City Schools*

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* Principal tenure data will be updated in late 2016

Teachers

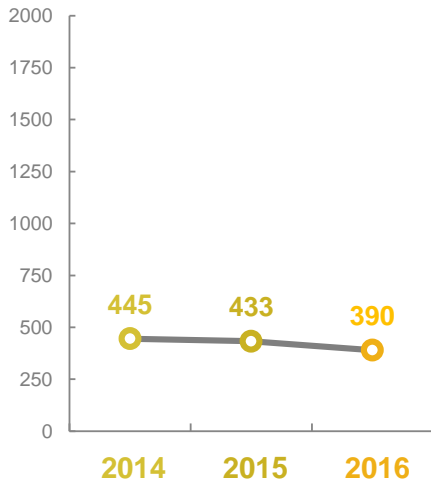
Official figures are based on full-time teachers as of 10/15/2015.



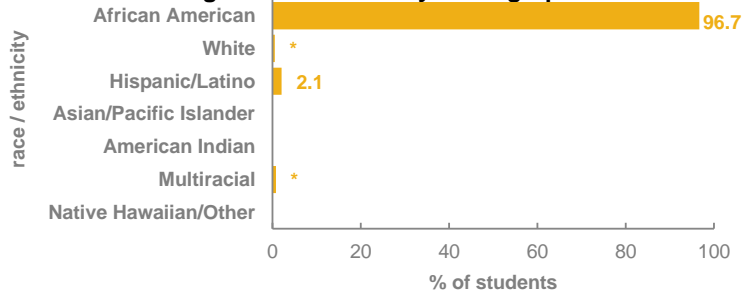
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2016" school year that spans 2015-16 is determined on 9/30/2015). FARMs students are those students that were considered FARMs as of 6/30/2015, plus students directly certified as of 9/30/15, plus students receiving Medicaid as of 9/30/2015. ELL (English language learners) students are those whose primary or home language is not English and who have been assessed to have limited English proficiency. SWD (students with disabilities) are those who have current Individualized Education Programs (IEPs). An asterisk (*) indicates the percentage for the category is <1 and the data are not reported for confidentiality reasons.

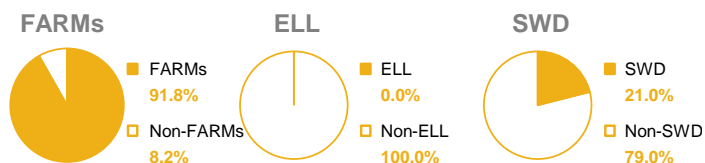
Total Student Enrollment



2016 Percentage of Enrollment by Demographic



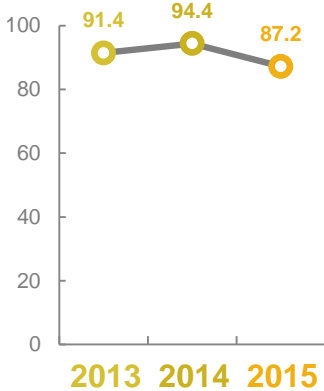
2016 Percentage of Enrollment by Subgroup



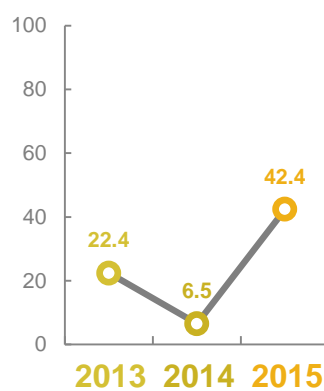
Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2015" indicates the 2014-15 school year).

Attendance Rate (%)



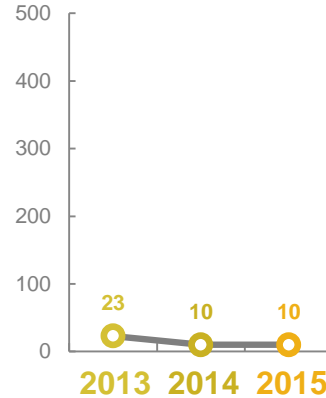
Chronic Absence Rate (%)



Suspensions

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

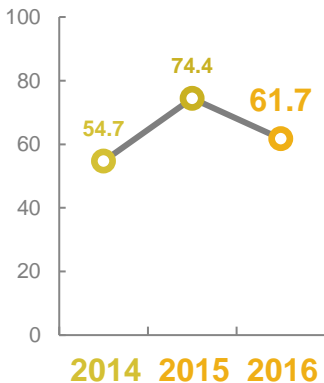
Number of Student Suspensions



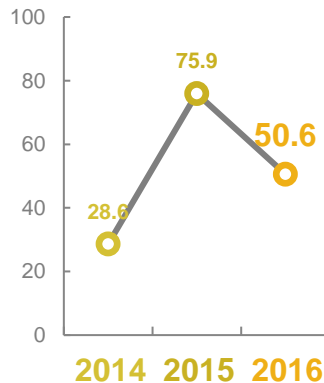
School Survey

The annual school survey is given to students in grades 3 to 12, all school-based staff, and parents of students in pre-K to grade 12. Three separate indices were calculated that represent a combination of student, staff, and parent reports. They reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any of the three groups had 5 or fewer respondents, or if the response rates for students or staff were less than 30%. The Physical Security Index measures the extent to which students and staff feel safe in a school building, parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The Respectful Relationships Index measures the extent to which students and staff report that there are respectful relationships among students and between students and staff at their school. The School Connectedness Index measures the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students' needs, and that the administration is responsive to parent and staff concerns. Data are for the school year ending in the calendar year indicated (i.e., "2016" indicates the 2015-16 school year). For detailed information visit the City Schools website.

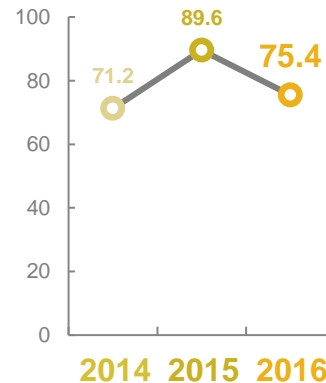
Physical Security Index



Respectful Relationships Index



School Connectedness Index



2016 Kindergarten Readiness Assessment (KRA) Results

Maryland's Kindergarten Readiness Assessment (KRA) was introduced in the 2014-15 school year, and 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., "2016" indicates the 2015-16 school year). For more information visit <http://www.readyatfive.org>.

Student Counts by Category (N)				KRA - Percentage per Category			
	Emerging Readiness	Approaching Readiness	Demonstrating Readiness	Total	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Composite	10	23	24	57	17.5	40.4	42.1
Domain	Not Yet Demonstrating Readiness	Demonstrating Readiness	Total	Not Yet Demonstrating Readiness	Demonstrating Readiness		
Language and Literacy	31	26	57	54.4	45.6		
Math	32	25	57	56.1	43.9		
Physical Development	26	32	58	44.8	55.2		
Social Foundations	36	22	58	62.1	37.9		

"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 KRA.

District Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %
Composite	51.9	48.2
District Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %
Language and Literacy	52.5	47.5
Math	54.0	46.0
Physical Development	46.0	54.0
Social Foundations	50.9	49.1

State Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %
Composite	53.2	46.8
State Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %
Language and Literacy	53.2	46.8
Math	58.4	41.6
Physical Development	46.3	53.7
Social Foundations	50.1	49.9

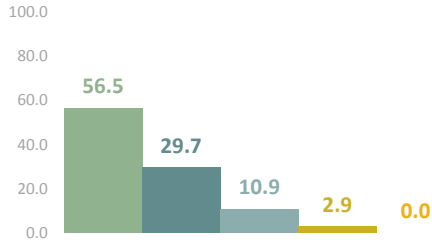
2016 PARCC Results - Grades 3-5

In 2014-15 the MSA was replaced by the PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards implemented in 2014. PARCC is administered in both Math and ELA in Grades 3-8, and for students taking Algebra I, Algebra II, and English 10. Students are color coded and categorized by the percentage of students achieving each performance level. "% met or exceeded" indicates the total percentage of students achieving either performance level 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.)

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

MATHEMATICS

Percent at Each Performance Level - All Students

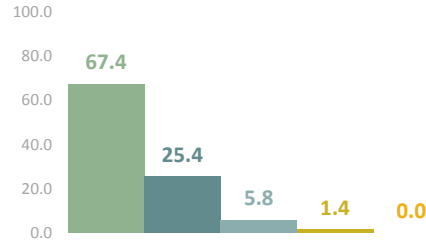


138 Students Tested

% met or exceeded	3%	12%	32%
	School	District	State

ENGLISH LANGUAGE ARTS

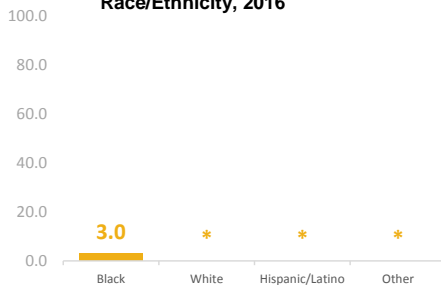
Percent at Each Performance Level - All Students



138 Students Tested

% met or exceeded	1%	14%	39%
	School	District	State

Percentage Met or Exceeded Expectation by Race/Ethnicity, 2016



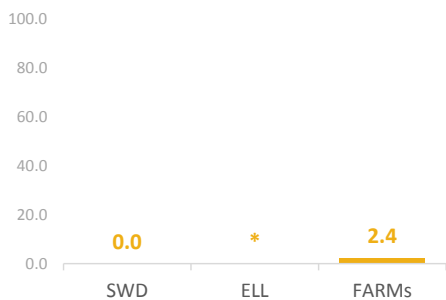
Students Tested

Percentage Met or Exceeded Expectation by Race/Ethnicity, 2016



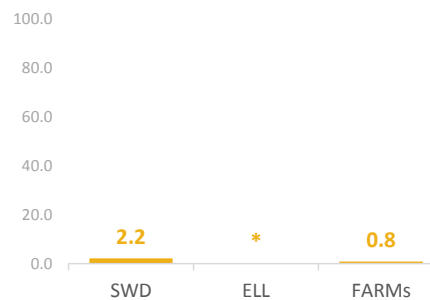
Students Tested

Percentage Met or Exceeded Expectation by Subgroup, 2016



Students Tested

Percentage Met or Exceeded Expectation by Subgroup, 2016



Students Tested

*Denotes subgroup with fewer than 10 students who took the test. FARMs performance includes those students who have been identified as receiving free meals based on Direct Certification.