Patterson High School

School No. 405

BALTIMORE CITY
PUBLIC SCHOOLS

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, including information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and parent surveys. This profile reports results from the MCAP (Maryland Comprehensive Assessment Program, formerly PARCC) assessments in Algebra I 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/data

School Information

Phone	**Management Type**
410-396-9276	Traditional
Address	**Grades Served**
100 Kane Street	9 to 12
Baltimore, MD 21224	
Principal	
Vance Benton	

Teachers

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

Total No. of Teachers
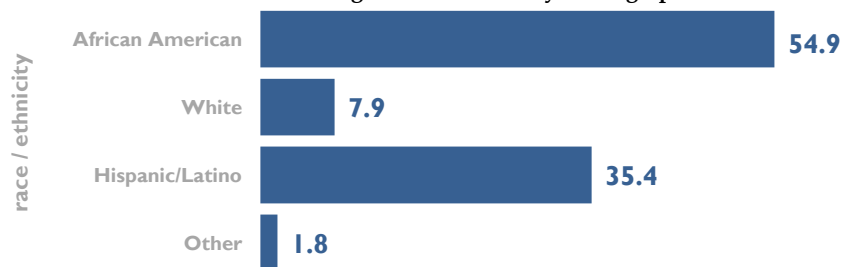**72**

Percentage of Teachers by Tenure in City Schools

years employed

Tenure	% of teachers
10+	31.9
6-10	22.2
3-5	18.1
0-2	27.8

% of teachers
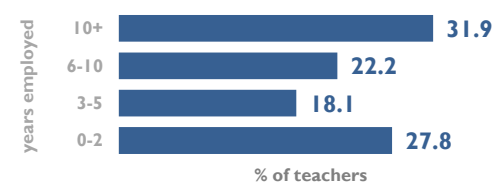
Enrollment & Demographics

Student enrollment is determined on September 30, 2018.

2019 Total Student Enrollment

2017	2018	**2019**
1207	1103	**1049**

2019 Percentage of Enrollment by Demographic

race / ethnicity

African American	54.9
White	7.9
Hispanic/Latino	35.4
Other	1.8

2019 Percentage of Enrollment by Student Group

E L

| 35.8 English Learners | 64.2 non-EL |

SWD

| 18.3 Students with Disabilities | 81.7 General Ed |

*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.

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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 ≤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).
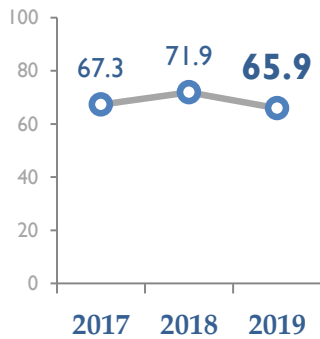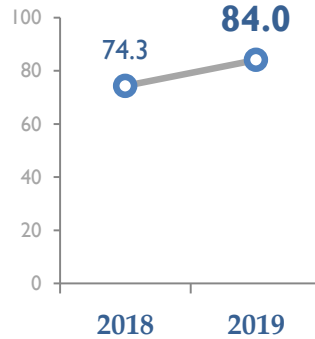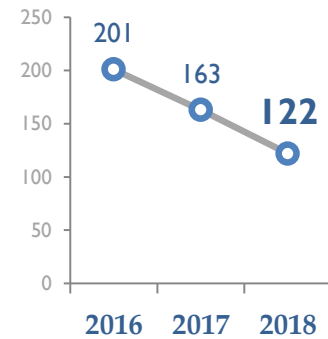
Suspensions

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

Attendance Rate (%)

67.3 71.9 **65.9**

2017 2018 2019

Chronic Absence Rate (%)

74.3 **84.0**

2018 2019

Count of Suspension Incidents


201 163 **122**

2016 2017 2018

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.)**

Students Feel Safe

53.2 78.8

2017 2018 2019

School Connectedness Index
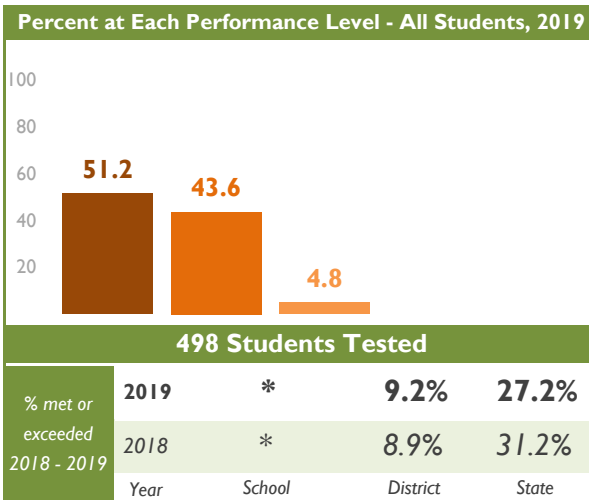

74.8

2017 2018 2019
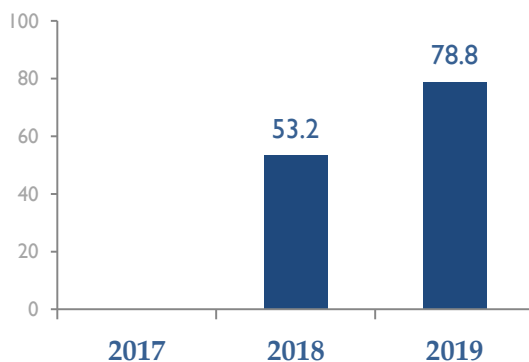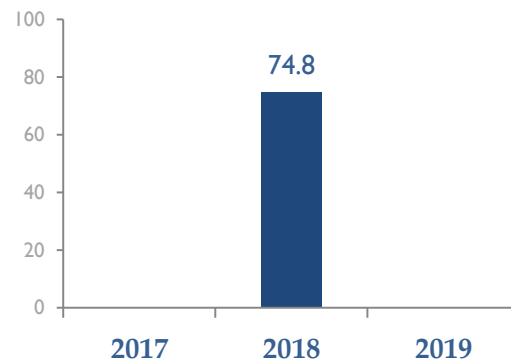
NOTE: To maintain confidentiality, results are suppresssed if there were fewer than 10 respondents OR there were fewer than 50 respondents and the count of respondents is lower than 10% of student enrollment.
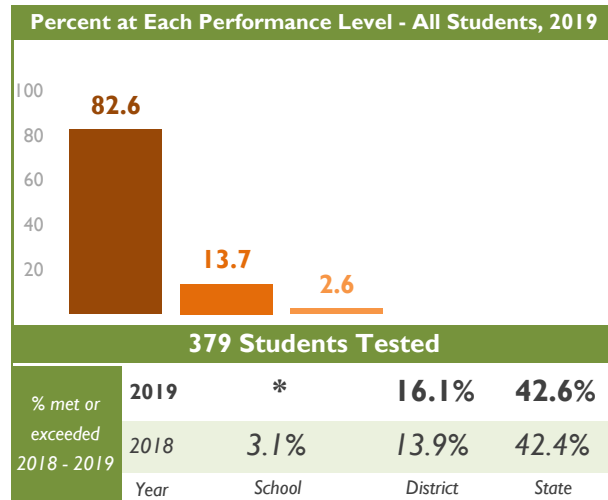
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MCAP Results - Algebra I and English 10

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.

ALGEBRA I

Percent at Each Performance Level - All Students, 2019

51.2   43.6   4.8

498 Students Tested

% met or exceeded 2018 - 2019	2019	*	9.2%	27.2%
	2018	*	8.9%	31.2%
	Year	School	District	State

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

Percentage Met or Exceeded Expectation by Race/Ethnicity, 2018 - 2019

Black	*	
	*	
White	*	
	*	
Hispanic / Latino	*	
	*	
Other	*	
	*	

■SY19   ■SY18

Percentage Met or Exceeded Expectation by Student Group, 2018 - 2019

Students with Disabilities	*	
	*	
English Learners	*	
	*	
Economically Disadvantaged	*	
	*	

■SY19   ■SY18

ENGLISH 10

Percent at Each Performance Level - All Students, 2019

82.6   13.7   2.6

379 Students Tested

% met or exceeded 2018 - 2019	2019	*	16.1%	42.6%
	2018	3.1%	13.9%	42.4%
	Year	School	District	State

Percentage Met or Exceeded Expectation by Race/Ethnicity, 2018 - 2019

Black	*	
	*	
White	*	
	*	
Hispanic / Latino	*	
	*	
Other	*	
	*	

■SY19   ■SY18

Percentage Met or Exceeded Expectation by Student Group, 2018 - 2019

Students with Disabilities	*	
	*	
English Learners	*	
	*	
Economically Disadvantaged	*	
	*	

■SY19   ■SY18

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.

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High School Assessment Paths to Graduation

To be awarded a Maryland High School Diploma, a student must meet the graduation assessment requirements. 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. For full details regarding requirements, 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 2018 includes students who entered 9th grade in 2014. 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., "2018" indicates the 2017-18 school year).

4-Year Graduation Rate (%)

72.6
59.3
60.6

Class of | 2016 | 2017 | **2018**

5-Year Graduation Rate (%)

78.4
74.1
64.4

Class of | 2015 | 2016 | **2017**

4-Year Dropout Rate (%)

17.1
31.4
33.3

Class of | 2016 | 2017 | **2018**

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 surppressed 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). (Source: BERC Baltimore City Schools College Fact Book)

	Class of 2013	Class of 2014	Class of 2015
Number Of Graduates	**199**	**144**	**143**
Number of Graduates Enrolled in College	**78**	**58**	**62**
Percentage of Graduates Enrolled in College	*39.2*	*40.3*	*43.4*

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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	387	430
Average Evidence-Based Reading & Writing Score	360	351
Average Math Score	364	363
Average Composite Score	**724**	**713**
DISTRICT AVERAGE COMPOSITE SCORE	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	173	257
Average Evidence-Based Reading & Writing Score	402	397
Average Math Score	388	379
Average Composite Score	**789**	**777**
DISTRICT AVERAGE COMPOSITE SCORE	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	44	14	23
Number of students taking 1 or more exam	42	14	19
Number of exams with a score of 3 or above	2	1	3
Percentage of AP exams with 3 or better	4.5	7.1	13.0

Career and Technology Education			
	2016	2017	2018
CTE Completers (Grade 12)	69	70	56