

Coppin Academy

School No. 432

2013 School Profile

BALTIMORE CITY
PUBLIC SCHOOLS

Welcome

School Profiles present a summary of up to three years of public schoolwide data on each school in Baltimore City. This profile includes information on principal and teacher tenure, official enrollment, student demographics, attendance, suspension, and the School Survey. The profile also reports high school graduation and dropout rates, the proportion of 12th-grade students who completed graduation requirements by different pathways, annual High School Assessment (HSA) pass rates, and performance on SAT and Advanced Placement (AP) exams. For more information, visit the City Schools Office of Achievement and Accountability department website or mdreportcard.org.

School Information

Phone

410-951-2602

Address

2500 W North Avenue
Baltimore, MD 21216

Grades Served

9 - 12

Management Type

Charter

Principal

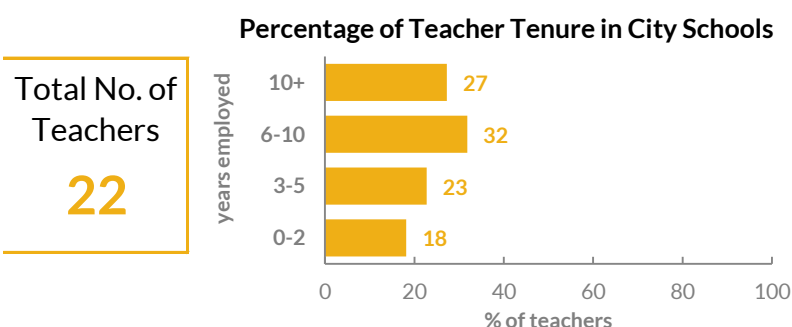
Aisha Almond

Tenure with City Schools

14 years

Teachers

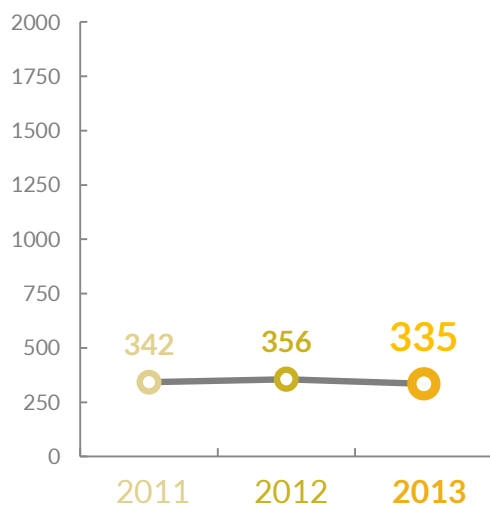
Figures are based on full-time employed teachers as of 10/15/2013.



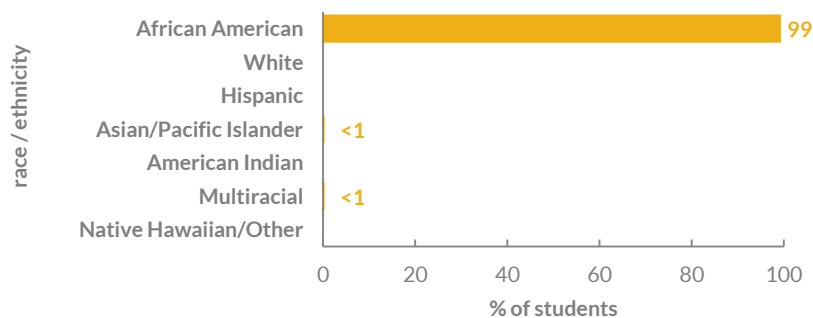
Enrollment

The official student enrollment is determined as of September 30 of the year specified. FARMs students are those who receive Free/Reduced Price Meals at school, as determined by the US Department of Agriculture. 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).

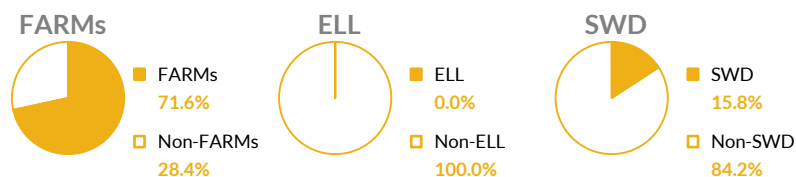
Total Student Enrollment



2013 Percentage of Enrollment Population by Demographic



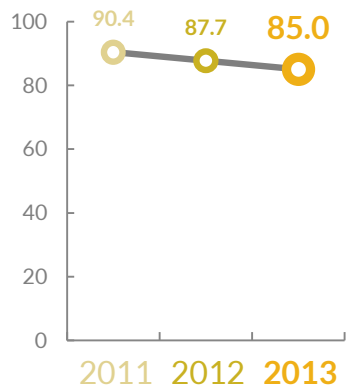
2013 Percentage of Enrollment Population by Subgroup



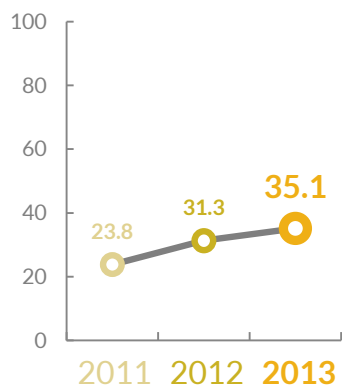
Attendance

Attendance rates are computed by dividing the total number of days attended by the total number of days enrolled for the entire school year. Chronic absence is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days.

Attendance Rate (%)



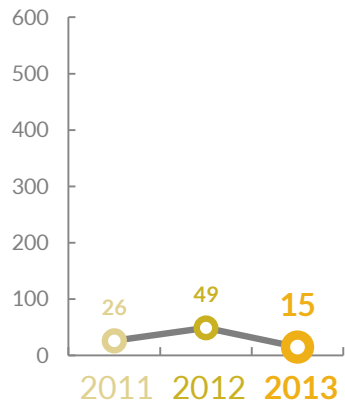
Chronic Absence Rate (%)



Suspensions

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

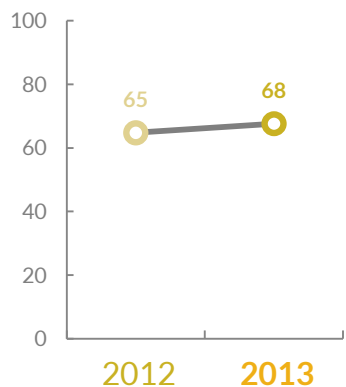
Number of Student Suspensions



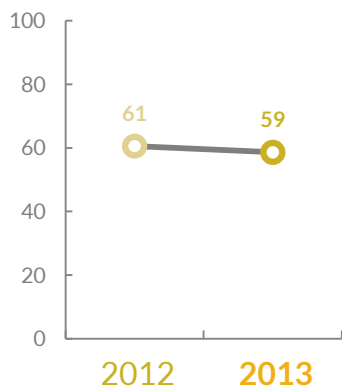
School Survey

The annual School Survey is administered to students in grades 3-12, all school-based staff, and parents of students in PreK-12. Three separate indices were calculated that represent a combination of student, staff, and parent report. These three indices reflect key measures of school climate as defined by the National School Climate Center. Data is unavailable when any of the three stakeholder groups had 5 or fewer respondents and 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, which is new for 2013, 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.

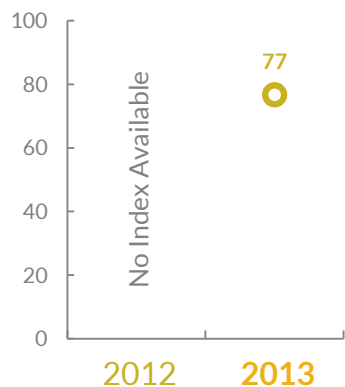
Physical Security Index



Respectful Relationships Index



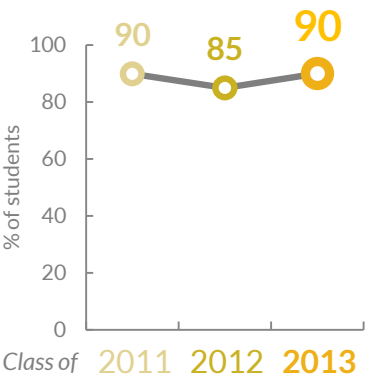
School Connectedness Index



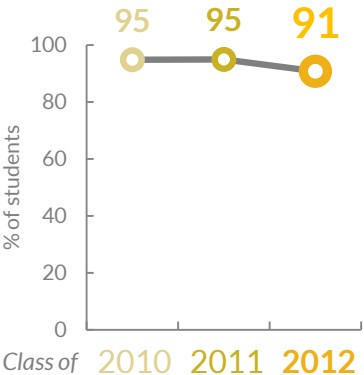
Graduation and Dropout Rates

Students are assigned to a class year based on the year in which they entered the 9th grade. For example, the Class of 2011 includes students who entered 9th grade in 2007. 4-Year measures include outcomes through August after the 4th year; 5-Year measures include outcomes through June after the 5th year.

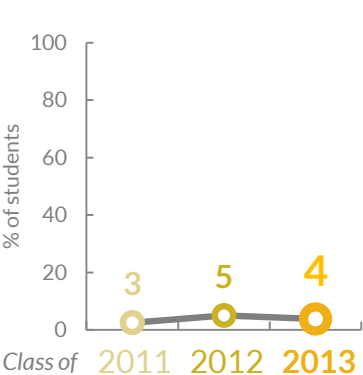
4-Year Graduation Rate (%)



5-Year Graduation Rate (%)



4-Year Dropout Rate (%)



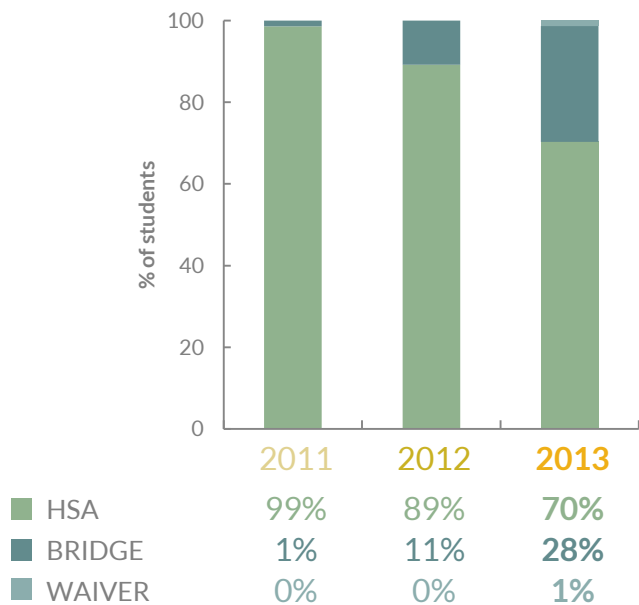
Paths to Graduation

Maryland high school students can fulfill graduation requirements in one of three ways: 1) by passing all High School Assessment (HSA) exams (or achieving a sufficient composite score on all exams), 2) by completing a Bridge Plan for Academic Validation, or 3) by receiving a limited waiver from the Maryland State Department of Education (MSDE). The percentages below represent the proportion of graduates who fulfilled their graduation requirements via each method. HSA Exams included English, Biology, and Algebra in 2012 and 2013. In 2011, passing an HSA exam in Government was also a graduation requirement.

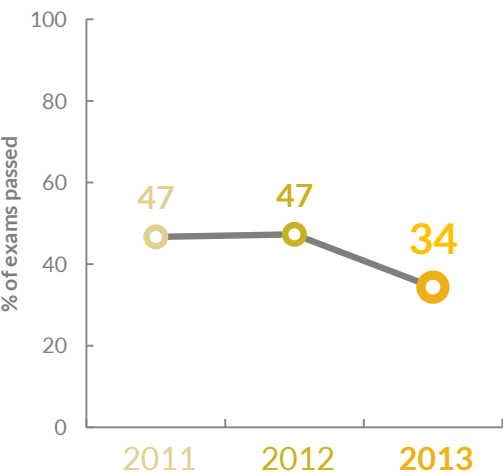
Annual HSA Pass Rates

The Maryland High School Assessments (HSA) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals. The HSAs are given in October, January, May, and July/August. A special, seniors-only, administration is given in April. City Schools calculates annual HSA pass rates as the percent of all test takers in a school who passed the HSA within the given school year. This rate includes results from the HSA exams in Algebra, Biology, English, and Government (2011 and 2013 only).

Percentage Graduating by Pathway



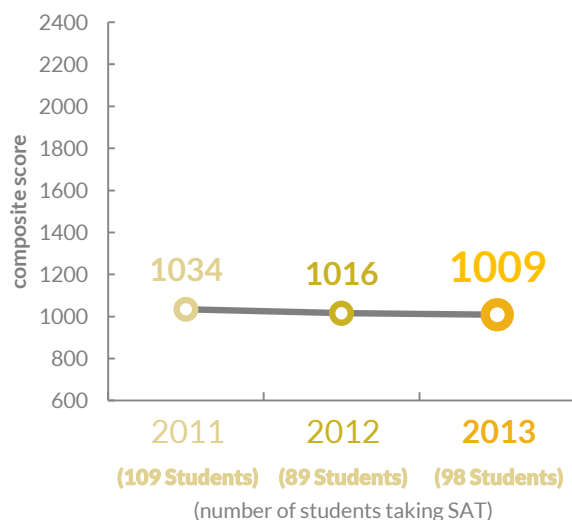
Percentage of Annual HSA Pass Rates



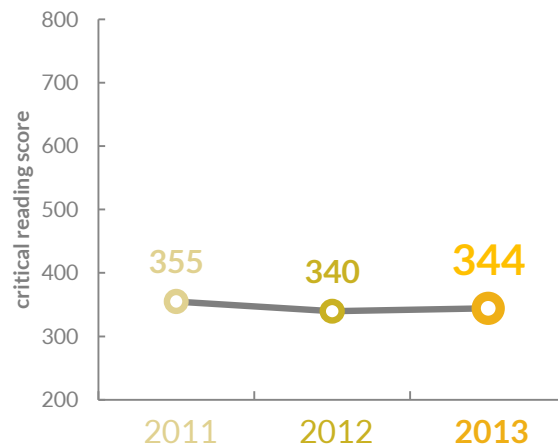
SAT Performance

The SAT is designed to assess 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 average combined score on the Critical Reading, Writing, and Math sections of the SAT.

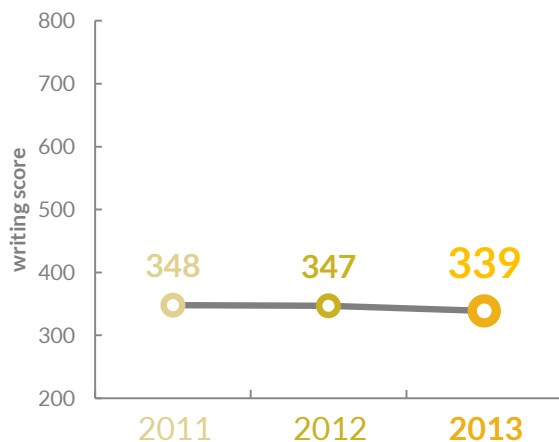
Average Composite SAT Score



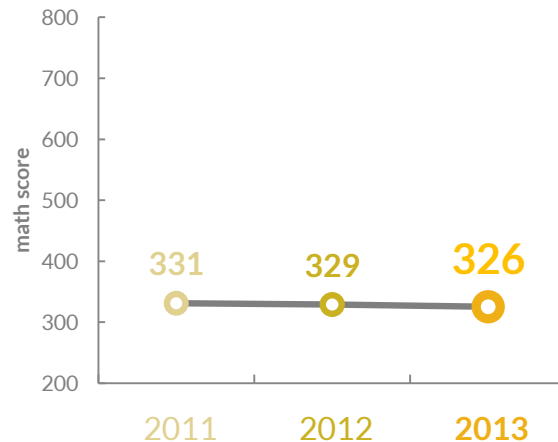
Average Critical Reading Score



Average Writing Score



Average Math Score



Advanced Placement (AP) Performance

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a high school setting. The exams test students' ability to perform at a college level. Data are provided by the College Board. Results include all AP exams taken within the given school year. Students can take more than one AP exam; the data below represents the total of number of exams taken at the school. A score of 3 is considered Qualified by the College Board, and is often accepted for college course credit. (Note: A value of "S" indicates that fewer than 10 exams were taken at the school, and results were suppressed)

Number of Passed AP Exams			
	2011	2012	2013
Number of exams taken	64	48	74
Number of exams with a score of 3 or above	1	1	0