

Mergenthaler Vocational-Technical High

School No. 410

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 the district. They include information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and the school survey. This profile also reports high school graduation and dropout rates, the proportion of 12th-grade students who completed HSA-related requirements by different pathways, annual High School Assessment (HSA) pass rates, and indicators of students' readiness for college and career, such as performance on SAT and Advanced Placement (AP) exams. For more information, visit www.baltimorecityschools.org.

School Information

Phone
410-396-6496

Address
3500 Hillen Road
Baltimore, MD 21218

Principal
Craig Rivers

Management Type
Traditional

Grades Served
9 - 12

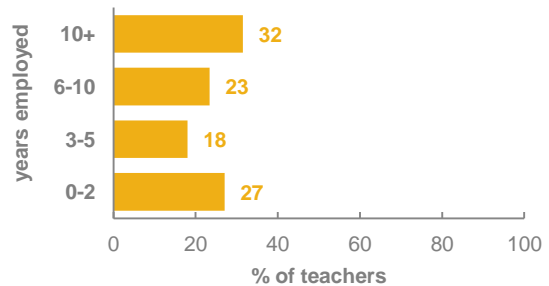
Tenure with City Schools
9 years

Teachers

Official figures are based on full-time teachers as of 10/15/2014.

Total No. of
Teachers

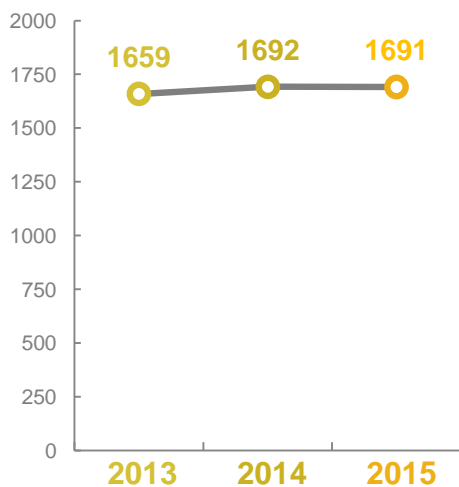
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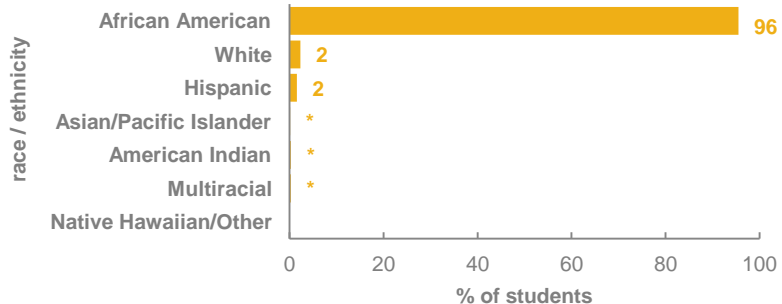
Enrollment

The official student enrollment is determined as of September 30 of the school year specified. (For example, enrollment for the "2015" school year that spans 2014-15 is determined on 9/30/2014). FARMs students are those who receive free/reduced price meals at school. 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.

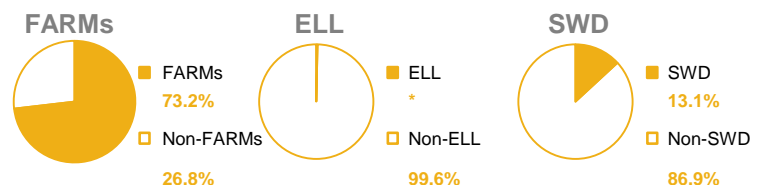
Total Student Enrollment



2015 Percentage of Enrollment by Demographic



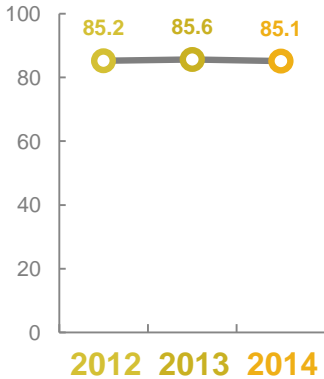
2015 Percentage of Enrollment by Subgroup



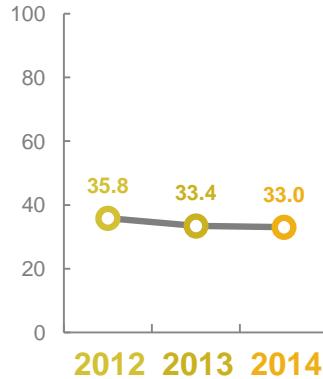
Attendance

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., "2014" indicates the 2013-14 school year).

Attendance Rate (%)



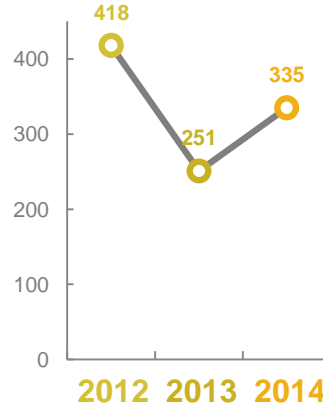
Chronic Absence Rate (%)



Suspensions

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

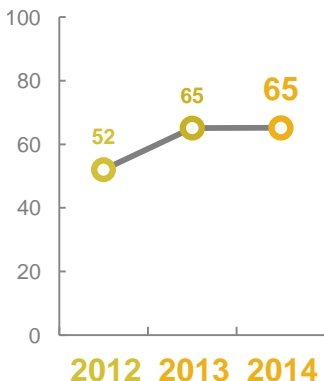
Number of Student Suspensions



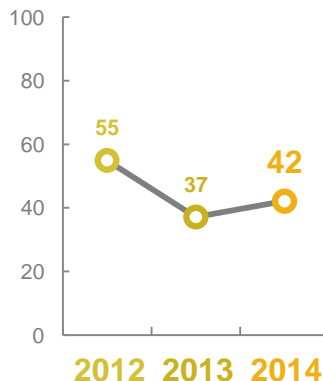
School Survey

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, which was introduced in 2012-13, 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., "2014" indicates the 2013-14 school year).

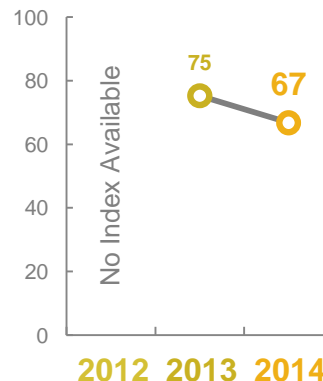
Physical Security Index



Respectful Relationships Index



School Connectedness Index*

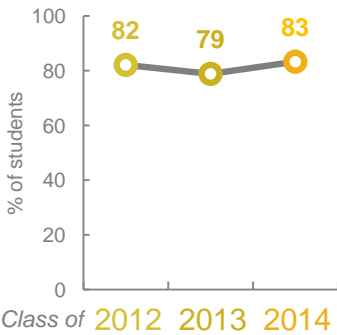


*New for 2013

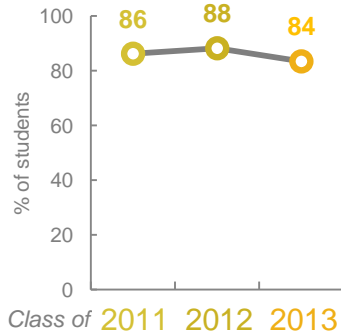
Graduation and Dropout Rates

4- and 5-year graduation and dropout rates are based on entering cohorts of 9th-grade students. For example, the Class of 2012 includes students who entered 9th grade in 2008. 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., "2014" indicates the 2013-14 school year).

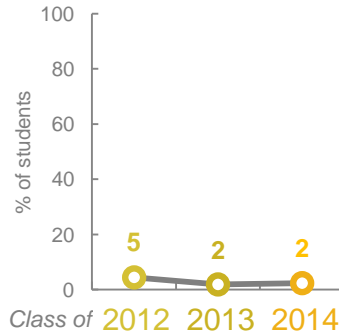
4-Year Graduation Rate (%)



5-Year Graduation Rate (%)



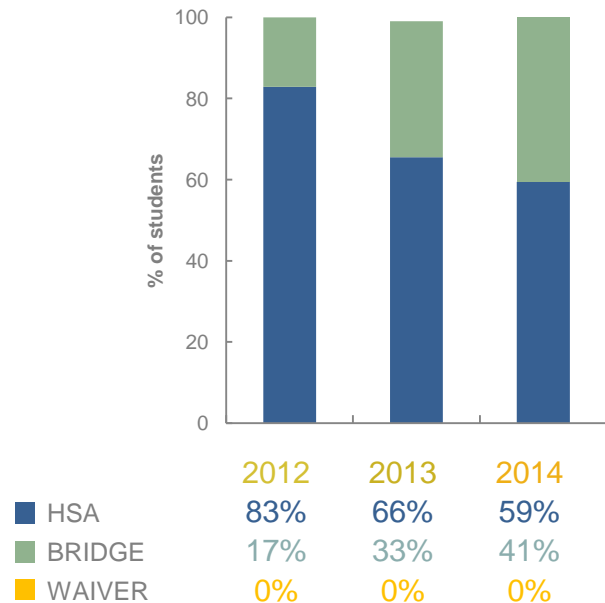
4-Year Dropout Rate (%)



Paths to HSA Graduation Requirements

Maryland high school students can fulfill the HSA-related component of their graduation requirements in one of three ways: (1 by passing all High School Assessment (HSA) exams, or achieving the minimum combined score on three (algebra, English, biology) or four (algebra, English, biology, government) exams, (2 by completing a Bridge Plan for Academic Validation, or (3 by receiving a limited waiver from the Maryland State Department of Education. The percentages below represent the graduates who fulfilled their graduation requirements via each method. HSA exams included English, biology, and algebra in 2012 and 2013; beginning in 2014, passing an HSA exam in government is also a graduation requirement for entering 9th graders. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year). For more information, visit hsaexam.org.

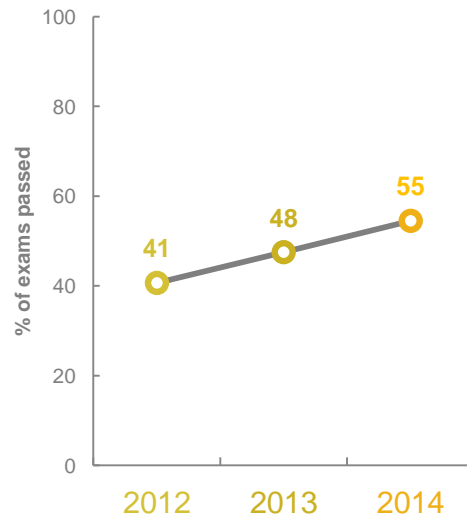
Percentage Graduating by Pathway



Annual HSA Pass Rates

The Maryland High School Assessments (HSAs) are tests that measure student progress toward Maryland's High School Core Learning Goals. The HSAs are given in October, January, May, and July/August. (A 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 (2013 and 2014 only). In 2014-15, the Partnership for Assessment of Readiness for College and Careers (PARCC) tests in English 10 and Algebra I have replaced the High School Assessments (HSAs) in English 10 and Algebra/Data Analysis. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year).

Annual HSA Pass Rates



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., "2014" indicates the 2013-14 school year). (Source: College Board)

PSAT Performance

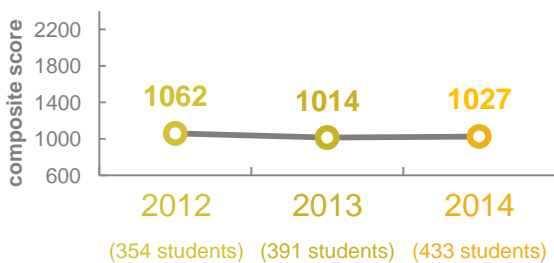
The PSAT, typically taken by students in 9th and 10th grade, measures students' skills in three academic areas important for success in college. Data are provided by the College Board. Results include students who took the PSAT in the given school year. The composite score is the sum of each student's score on the three sections of the PSAT. Composite scores are subject to rounding. (PSAT sections are scored on an 80-point scale. To compare PSAT and SAT scores, simply multiply the PSAT score by 10.)

PSAT			
	2012	2013	2014
Total Number of Students	610	612	546
Average Composite Score	98	99	100
Average Critical Reading Score	34	35	34
Average Writing Score	32	32	32
Average Math Score	32	33	34

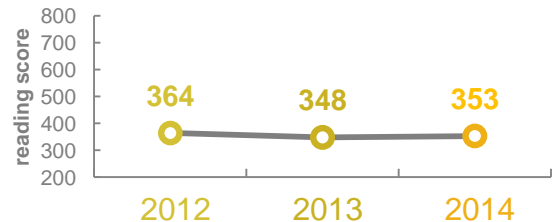
SAT Performance

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 three 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., "2014" indicates the 2013-14 school year).

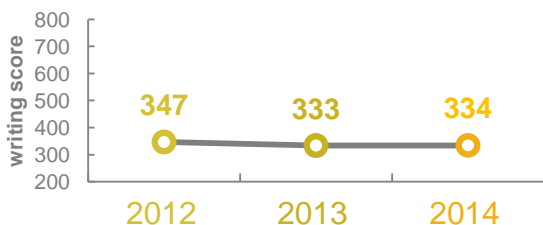
Average Composite SAT Score



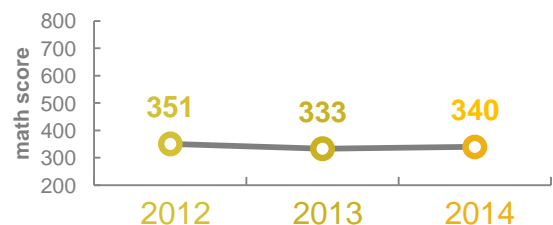
Average Critical Reading Score



Average Writing Score



Average Math Score



College and Career Readiness (cont.)

Other predictors of college and career readiness include 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) and enrollment in and completion of a Career and Technology Education (CTE) program. Data below reflect all students in grades 9 to 12 in the school in the given school year. An asterisk (*) denotes fewer than 10 students in the group. "n/a" indicates there are no available data to report. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year). (Sources: College Board, SMS)

Advanced Placement			
	2012	2013	2014
Number of exams taken	62	72	89
Number of students taking 1 or more exam	61	59	75
Number of exams with a score of 3 or above	0	3	2
Percentage of AP exams with 3 or better	0.0	4.2	2.2

Career and Technology Education			
	2012	2013	2014
Number of students taking CTE courses	1294	1273	n/a
Number of students receiving certifications	40	163	n/a

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. Data are for the school year ending in the calendar year indicated (i.e., "2014" indicates the 2013-14 school year). (Source: National Student

	2012	2013	2014
Number Of Graduates	281	300	n/a
Number of Graduates Enrolled in College	133	107	n/a
Percentage of Graduates Enrolled in College	47.3	35.7	n/a