

# Hope Community PCS - Tolson

## 2017-2018 Equity Report

### School Characteristics (SY 2018-19)

Grades Served	PK3--8	Ward	5
Contact	202-832-7370 <a href="https://www.imaginehopetolson.org/">https://www.imaginehopetolson.org/</a>	Address	2917 8th St NE Washington, DC 20017

**Total Enrollment:** 479

### Enrollment by Subgroup (% of students)

At Risk	57%
English Language Learners	11%
Special Education	13%
Level 1	22%
Level 2	22%
Level 3	2%
Level 4	55%
Male	51%
Female	49%

### Enrollment by Race/Ethnicity (% of students)

Asian	0%
Black Non-Hispanic	93%
Hispanic/Latino	7%
Multiracial	0%
Native American/Alaskan	0%
Pacific/Hawaiian	0%
White Non-Hispanic	0%

### Enrollment by Grade (# of students)

Grade PK3	29	Grade 7	35
Grade PK4	61	Grade 8	23
Grade KG	33	Grade 9	
Grade 1	64	Grade 10	
Grade 2	47	Grade 11	
Grade 3	45	Grade 12	
Grade 4	42	Grade Adult	
Grade 5	45	Grade Ungraded	
Grade 6	55		

## Hope Community PCS - Tolson

### 2017-2018 Equity Report

#### In-Seat Attendance

	School	PK/ES/MS Avg
All Students	96.6%	92.9%
At Risk	95.9%	90.7%
English Language Learners	97.8%	94.8%
Special Education	96.3%	91.6%
Male	Not Available	Not Available
Female	Not Available	Not Available

	School	PK/ES/MS Avg
Asian	n<10	96.2%
Black Non-Hispanic	96.5%	91.9%
Hispanic/Latino	97.5%	94.5%
Multiracial	n<10	95.1%
Native American/Alaskan	n<10	n<10
Pacific/Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.8%

**Note:** School is compared to all DC students who were included in either the Elementary School (with Pre-Kindergarten) STAR Framework or the Middle School STAR Framework In-Seat Attendance Rate, abbreviated to “PK/ES/MS Avg” in the table above. For schools serving PK, all students including PK students are included in the ISA rates reported above. See Appendix for more details.

#### Exclusionary Discipline

Expulsion Rate (%): 0%

ES/MS Avg Expulsion Rate (%): 0%

#### Out-of-School Suspension Rate (%):

	School	ES/MS Avg
All Students	3%	6%
At Risk	3%	8%
English Language Learners	0%	2%
Special Education	15%	12%
Male	5%	8%
Female	1%	4%

	School	ES/MS Avg
Asian	n<10	1%
Black Non-Hispanic	3%	8%
Hispanic/Latino	0%	2%
Multiracial	n<10	2%
Native American/Alaskan	n<10	3%
Pacific/Hawaiian	n<10	n<10
White Non-Hispanic	n<10	1%

**Note:** School is compared to all DC students who were included either the Elementary School STAR Framework or the Middle School STAR Framework, abbreviated to “ES/MS Avg” in the table above.

# Hope Community PCS - Tolson

## 2017-2018 Equity Report

### Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	<b>School</b>	<b>45.2%</b>	<b>14.6%</b>
	ES/MS Avg	56.6%	32.2%
At Risk	<b>School</b>	<b>41.0%</b>	<b>9.7%</b>
	ES/MS Avg	42.4%	18.1%
English Language Learners	<b>School</b>	<b>32.3%</b>	<b>9.7%</b>
	ES/MS Avg	50.8%	23.7%
Special Education	<b>School</b>	<b>20.0%</b>	<b>6.7%</b>
	ES/MS Avg	23.1%	9.9%
Male	<b>School</b>	<b>44.0%</b>	<b>12.8%</b>
	ES/MS Avg	53.6%	30.5%
Female	<b>School</b>	<b>46.5%</b>	<b>16.7%</b>
	ES/MS Avg	58.8%	33.2%
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	93.7%	71.7%
Black Non-Hispanic	<b>School</b>	<b>47.0%</b>	<b>14.9%</b>
	ES/MS Avg	48.5%	23.1%
Hispanic / Latino	<b>School</b>	<b>30.4%</b>	<b>13.0%</b>
	ES/MS Avg	59.2%	30.8%
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	82.6%	65.4%
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	94.5%	81.1%

**Note:** School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework PARCC Achievement Rate, abbreviated to “ES/MS Avg” in the table above. See Appendix for more details.

# Hope Community PCS - Tolson

## 2017-2018 Equity Report

### Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	<b>School</b>	<b>52.3%</b>	<b>21.3%</b>
	ES/MS Avg	58.4%	34.6%
At Risk	<b>School</b>	<b>47.8%</b>	<b>15.7%</b>
	ES/MS Avg	44.6%	19.6%
English Language Learners	<b>School</b>	<b>22.6%</b>	<b>3.2%</b>
	ES/MS Avg	45.0%	20.6%
Special Education	<b>School</b>	<b>22.2%</b>	<b>6.7%</b>
	ES/MS Avg	20.7%	8.5%
Male	<b>School</b>	<b>45.6%</b>	<b>16.0%</b>
	ES/MS Avg	51.4%	28.8%
Female	<b>School</b>	<b>59.7%</b>	<b>27.2%</b>
	ES/MS Avg	65.8%	40.7%
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	90.1%	72.4%
Black Non-Hispanic	<b>School</b>	<b>55.8%</b>	<b>23.3%</b>
	ES/MS Avg	51.1%	25.8%
Hispanic / Latino	<b>School</b>	<b>21.7%</b>	<b>4.3%</b>
	ES/MS Avg	59.9%	33.5%
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	85.0%	66.1%
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	94.4%	82.6%

**Note:** School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework PARCC Achievement Rate, abbreviated to “ES/MS Avg” in the table above. See Appendix for more details.

# Hope Community PCS - Tolson

## 2017-2018 Equity Report

### Student Growth

PARCC Growth Percentiles

		Math	ELA
All Students	<b>School</b>	<b>53.0</b>	<b>53.5</b>
	ES/MS Avg	49.0	54.0
At Risk	<b>School</b>	<b>46.0</b>	<b>54.0</b>
	ES/MS Avg	46.0	50.0
English Language Learners	<b>School</b>	<b>67.0</b>	<b>56.0</b>
	ES/MS Avg	55.0	60.0
Special Education	<b>School</b>	<b>60.5</b>	<b>48.5</b>
	ES/MS Avg	44.0	41.0
Male	<b>School</b>	<b>56.0</b>	<b>52.0</b>
	ES/MS Avg	49.0	51.0
Female	<b>School</b>	<b>44.0</b>	<b>56.0</b>
	ES/MS Avg	51.0	58.0
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	63.0	69.0
Black Non-Hispanic	<b>School</b>	<b>53.0</b>	<b>54.0</b>
	ES/MS Avg	46.0	50.0
Hispanic / Latino	<b>School</b>	<b>57.0</b>	<b>46.0</b>
	ES/MS Avg	53.0	61.0
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	56.0	63.0
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	ES/MS Avg	60.0	69.0

**Note:** School is compared to all DC students who were included in either the Elementary School STAR Framework or the Middle School STAR Framework Growth Rate, abbreviated to “ES/MS Avg” in the table above. Note that the High School STAR Framework does not include Growth. See Appendix for more details.

## Hope Community PCS - Tolson

### 2017-2018 Equity Report

#### Mid-Year Entry and Withdrawals (%)

Total Enrollment: 479

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.0%	0.0%	0.0%	0.4%	0.4%	0.4%	0.4%	0.4%
% of Students Withdrawing	0.0%	-0.6%	-0.6%	-1.1%	-1.1%	-1.5%	-1.5%	-1.5%

Net Cumulative Change (%)

This School: -1.1%

City Average: -1.2%

#### Mid-Year Entry and Withdrawals (%)

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
% of Students Entering	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
% of Students Withdrawing	-0.9%	-1.7%	-2.4%	-3.6%	-4.5%	-5.2%	-5.8%	-6.2%

Note: Mid-Year Entry and Withdrawal rates are not available at STAR Framework levels. Therefore, the City Averages provided above represent all students in DC, excluding those enrolled at Adult Education schools.

# Appendix

## Enrollment

The provided enrollment data reflect the data found in the [2018 DC School Report Card and STAR Framework Data Files](#) within the tab entitled Enrollment.

## Attendance

The provided In-Seat Attendance (ISA) Rates by student subgroup reflect the campus-level rates published in the DC School Report Card. Note that since these are campus-level rates, rather than framework-level rates, they may differ from the In-Seat Attendance Rates displayed in the STAR Framework (particularly for campuses who fall into multiple STAR Frameworks or who serve PK). The data source for the In-Seat Attendance Rates is the [2018 DC School Report Card and STAR Framework Data Files](#), within the tab entitled School Report Card Scores.

## Discipline

The provided Suspension Rates reflect the campus-level Out-of-School Suspension Rates published in the DC School Report Card, which can be found in the [2018 DC School Report Card and STAR Framework Data Files](#) within the tab entitled School Report Card Scores. DC PCSB obtained State-level Suspension Rates by STAR Framework and student subgroup via a separate data request to OSSE. Since gender is not part of the DC School Report Card, campus and State-level rates by gender were obtained via a separate data request to OSSE.

## PARCC Achievement

The provided PARCC Achievement Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the [2018 DC School Report Card and STAR Framework Data Files](#) within the tab entitled School Report Card Scores. Since gender is not part of the DC School Report Card, campus and State-level rates by gender were obtained via a separate data request to OSSE.

## Student Growth

The provided Student Growth Scores reflect the campus-level rates published in the DC School Report Card, which can be found in the [2018 DC School Report Card and STAR Framework Data Files](#) within the tab entitled School Report Card Scores. Campus and State-level rates by gender were obtained via a separate data request to OSSE.

## Mid-Year Entries and Withdrawals

The provided Entry and Withdrawal Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the [2018 DC School Report Card and STAR Framework Data Files](#), within the tab entitled School Report Card Scores. Campuses are compared to State-level rates, as STAR Framework-level rates were not made available by OSSE.

## Graduation

The provided Graduation Rates reflect the campus-level rates published in the DC School Report Card, which can be found in the [2018 DC School Report Card and STAR Framework Data Files](#), within the tab entitled School Report Card Scores. The High School STAR Framework includes the 4-Year and Extended Years Graduation Rates, while the Alternative STAR Framework includes just the 5-Year Graduation Rate. The 4-year ACGR among Alternative High Schools was calculated using the above mentioned publicly available data file.

Campus and State-level rates by gender were obtained via a separate data request to OSSE. OSSE provided 4-year and 5-Year Graduation Rates by gender; since the Extended Years Graduation Rate was not provided by gender, the Male and Female 5-Year Graduation Rates are reported in lieu of the Extended Years Graduation Rates for traditional high schools.

## School to State Comparisons

In general, schools which fall into a single STAR Framework are compared against all DC students who were included in that STAR Framework for a given metric. When a school falls into multiple STAR Frameworks, the school is compared to all DC students included in any of those STAR Frameworks. Since DC PCSB does not have access to student-level data for all DC students, weighted averaging methodology was used to determine rates inclusive of all DC students across multiple STAR Frameworks. For example, to determine the DC-wide ELA PARCC 3+ Achievement rate inclusive of students who were included in either the Middle School STAR Framework or the High School STAR Framework, the following calculation was used:

- Middle School STAR Framework ELA PARCC 3+ Achievement Rate: 59.8%, inclusive of 14,339 students
- High School STAR Framework ELA PARCC 3+ Achievement Rate: 48.8%, inclusive of 4,007 students
- DC-wide rate inclusive of both sets of students:

$$59.8 * \frac{14,339}{(14,339 + 4,007)} + 48.8 * \frac{4,007}{(14,339 + 4,007)} = 57.4$$

Therefore, schools who are evaluated on both the Middle School STAR Framework and High School STAR Framework are compared to a DC-wide average of 57.4%. This methodology is used for all metrics in which the school is compared to all DC students spanning multiple STAR Frameworks.

## Business Rules

For questions regarding specific calculation methodology and business rules, please refer to the [2018 DC School Report Card and STAR Framework Technical Guide](#).