

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

### School Characteristics (SY 2018-19)

Grades Served	6--8	Ward	1
Contact	202-806-7725 <a href="http://www.hu-ms2.org">http://www.hu-ms2.org</a>	Address	405 Howard PI NW Washington, DC 20059

**Total Enrollment:** 290

### Enrollment by Subgroup (% of students)

At Risk	49%
English Language Learners	3%
Special Education	13%
<i>Level 1</i>	14%
<i>Level 2</i>	57%
<i>Level 3</i>	19%
<i>Level 4</i>	11%
Male	51%
Female	49%

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

Asian	0%
Black Non-Hispanic	95%
Hispanic/Latino	4%
Multiracial	1%
Native American/Alaskan Pacific/Hawaiian	0%
White Non-Hispanic	0%

### Enrollment by Grade (# of students)

Grade PK3		Grade 7	90
Grade PK4		Grade 8	98
Grade KG		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4		Grade Adult	
Grade 5		Grade Ungraded	
Grade 6	102		

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

### In-Seat Attendance

	School	MS Avg
All Students	92.7%	92.6%
At Risk	91.3%	90.4%
English Language Learners	n<10	93.9%
Special Education	90.3%	90.5%
Male	93.2%	92.3%
Female	92.3%	92.9%

	School	MS Avg
Asian	n<10	96.2%
Black Non-Hispanic	92.5%	91.8%
Hispanic/Latino	96.5%	93.9%
Multiracial	n<10	94.1%
Native American/Alaskan	n<10	n<10
Pacific/Hawaiian	n<10	n<10
White Non-Hispanic	n<10	95.3%

**Note:** School is compared to all DC students who were included in the Middle School STAR Framework In-Seat Attendance Rate, abbreviated to “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%

MS Avg Expulsion Rate (%): 0%

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

	School	MS Avg
All Students	12%	14%
At Risk	16%	21%
English Language Learners	n<10	7%
Special Education	21%	23%
Male	13%	17%
Female	12%	12%

	School	MS Avg
Asian	n<10	1%
Black Non-Hispanic	13%	18%
Hispanic/Latino	0%	7%
Multiracial	n<10	6%
Native American/Alaskan	n<10	10%
Pacific/Hawaiian	n<10	8%
White Non-Hispanic	n<10	2%

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

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

### Student Achievement

PARCC Math Results (%)

		3 +	4 +
All Students	<b>School</b>	<b>44.3%</b>	<b>19.3%</b>
	MS Avg	51.0%	27.3%
At Risk	<b>School</b>	<b>35.7%</b>	<b>9.3%</b>
	MS Avg	36.0%	13.6%
English Language Learners	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	34.5%	11.8%
Special Education	<b>School</b>	<b>12.5%</b>	<b>3.1%</b>
	MS Avg	18.5%	7.3%
Male	<b>School</b>	<b>37.6%</b>	<b>18.1%</b>
	MS Avg	48.1%	25.8%
Female	<b>School</b>	<b>51.2%</b>	<b>20.6%</b>
	MS Avg	53.8%	28.8%
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	92.2%	72.1%
Black Non-Hispanic	<b>School</b>	<b>44.0%</b>	<b>19.2%</b>
	MS Avg	42.7%	18.7%
Hispanic / Latino	<b>School</b>	<b>36.4%</b>	<b>0.0%</b>
	MS Avg	53.1%	25.2%
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	79.8%	61.7%
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	94.7%	78.9%

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

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

### Student Achievement (Continued)

PARCC English Language Arts Results (%)

		3 +	4 +
All Students	<b>School</b>	<b>56.1%</b>	<b>26.9%</b>
	MS Avg	59.8%	35.7%
At Risk	<b>School</b>	<b>45.0%</b>	<b>17.8%</b>
	MS Avg	46.7%	20.4%
English Language Learners	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	36.1%	14.7%
Special Education	<b>School</b>	<b>25.0%</b>	<b>0.0%</b>
	MS Avg	20.8%	8.3%
Male	<b>School</b>	<b>48.9%</b>	<b>22.6%</b>
	MS Avg	51.6%	29.1%
Female	<b>School</b>	<b>63.4%</b>	<b>31.3%</b>
	MS Avg	67.9%	42.3%
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	91.8%	77.3%
Black Non-Hispanic	<b>School</b>	<b>55.6%</b>	<b>26.8%</b>
	MS Avg	53.0%	26.9%
Hispanic / Latino	<b>School</b>	<b>54.5%</b>	<b>9.1%</b>
	MS Avg	61.7%	35.6%
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	85.8%	69.1%
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	95.5%	86.3%

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

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

### Student Growth

PARCC Growth Percentiles

		Math	ELA
All Students	<b>School</b>	<b>38.0</b>	<b>42.0</b>
	MS Avg	46.0	54.0
At Risk	<b>School</b>	<b>36.0</b>	<b>40.0</b>
	MS Avg	43.0	50.0
English Language Learners	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	50.0	61.0
Special Education	<b>School</b>	<b>50.0</b>	<b>58.0</b>
	MS Avg	40.0	43.0
Male	<b>School</b>	<b>37.5</b>	<b>40.0</b>
	MS Avg	45.0	50.0
Female	<b>School</b>	<b>39.0</b>	<b>47.0</b>
	MS Avg	48.0	58.0
Asian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	62.0	69.0
Black Non-Hispanic	<b>School</b>	<b>38.0</b>	<b>45.0</b>
	MS Avg	44.0	50.0
Hispanic / Latino	<b>School</b>	<b>36.0</b>	<b>38.0</b>
	MS Avg	49.0	60.0
Multiracial	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	54.0	61.0
Native American / Alaskan	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
Pacific / Hawaiian	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	n<10	n<10
White non-Hispanic	<b>School</b>	<b>n&lt;10</b>	<b>n&lt;10</b>
	MS Avg	58.0	67.0

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

# Howard University Middle School of Mathematics and Science PCS

## 2017-2018 Equity Report

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

Total Enrollment: 290

School

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>% of Students Entering</b>	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
<b>% of Students Withdrawing</b>	-1.4%	-2.2%	-2.9%	-3.6%	-3.6%	-4.0%	-4.7%	-4.7%

Net Cumulative Change (%)

This School: -4.3%

City Average: -1.2%

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

City Average

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>% of Students Entering</b>	0.7%	1.3%	1.8%	2.9%	3.5%	4.2%	4.7%	5.0%
<b>% of Students Withdrawing</b>	-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](#).