Department of Education
Dennis M. Walcott, Chancellor

Progress Report 2012-13*

P.S. 332 Charles H. Houston

PRINCIPAL: Mickisha Goss

DBN: 23K332

ENROLLMENT: 110

SCHOOL TYPE: K-8

PERCENTILES AND GRADES FOR PREVIOUS YEARS

KEY DEMOGRAPHIC INDICATORS

%BLACK OR HISPANIC	%ELL	%IEP	ECONOMIC NEED INDEX
99.1%	9.1%	29.1%	1.11

PROGRESS REPORT

	OVERALL SCORE		OVERALL PERCENTILE RANK	
NA	NA	out of 100	NA	This school's overall score is greater than or equal to that of percent of K-8 schools.

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

Progress Report Grades - K-8

GRADE	SCORE RANGE	% OF SCHOOLS
A	or higher	26% of schools
B	-	36% of schools
C	-	31% of schools
D	-	5% of schools
F	or lower	2% of schools

QUALITY REVIEW

P

Proficient (2008-09)

The rating is based on three major categories of school performance: instruction that prepares students for college and careers, school organization and management, and quality of the learning environment.

A school that receives a Proficient rating typically demonstrates solid teaching and learning practices, effective school management, and a quality learning environment. For more information, see:

http://schools.nyc.gov/Accountability/tools/review

Overview

Each school's Progress Report (1) measures the student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	out of 60		Student Progress measures how much individual students improved on state tests in English and Math between 2012 and 2013, compared to other students who started at the same level.
Student Performance	out of 25		Student Performance measures student results on the 2013 state tests in English and Math.
School Environment	out of 15		School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	out of 17		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
Overall Score	out of 100		The overall grade is based on the total of all scores above. Category scores may not add up to total score because of rounding.

*During the 2012-13 school year, New York City public schools were affected by Hurricane Sandy. Adjustments have been made to attendance rates for all schools.

Progress Report Implications

Strong Progress Report results are the basis for recognition and potential rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see:

http://schools.nyc.gov/community/planning/Support+and+Intervention.htm

http://schools.nyc.gov/ProgressReport

State Accountability

The school's current status: **In Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here:

http://schools.nyc.gov/Accountability/tools/accountability/default.htm

GRADE

SCORE (out of 60)

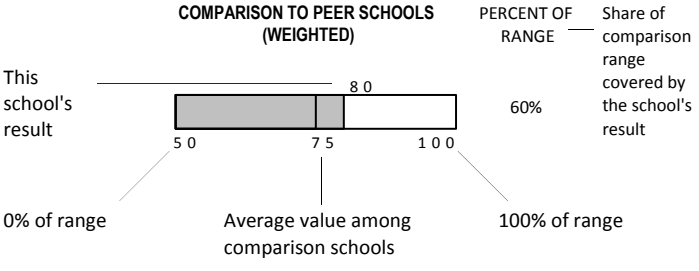
GRADE	SCORE RANGE
A	or higher
B	
C	
D	
F	or lower

Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2012 and 2013.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Median Adjusted Growth Percentile (n=81)	72.0	72.0		72.0 (49.7 – 64.1 – 78.5)	77.4%	.	.
Median Adjusted Growth Percentile for School's Lowest Third (n=29)	88.0	88.0		88.0 (61.0 – 76.4 – 91.8)	87.7%	.	.
Early Grade Progress (n=2)	.				.	.	.
Mathematics							
Median Adjusted Growth Percentile (n=95)	62.0	62.0		62.0 (48.3 – 63.5 – 78.7)	45.1%	.	.
Median Adjusted Growth Percentile for School's Lowest Third (n=34)	71.5	71.5		71.5 (60.4 – 74.2 – 88.0)	40.2%	.	.
Early Grade Progress (n=2)	.				.	.	.

How To Interpret These Charts

To determine the number of points earned, this school's 2012-13 results on each metric are compared to the results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA (PERCENT OF PEER RANGE X 0.75 + PERCENT OF CITY RANGE X 0.25) X POINTS POSSIBLE = POINTS EARNED

EXAMPLE (60% X 0.75 + 80% X 0.25) X 3.75 = 2.44

GRADE

SCORE (out of 25)

GRADE	SCORE RANGE
A	or higher
B	
C	
D	
F	or lower

Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2013 state tests in English and Math and core course pass rates. State test metrics evaluate the percent of students who reach or exceed proficiency (Level 3 and 4) and students' average proficiency rating. Core course pass rates look at the percent of students in 6th through 8th grade who passed a course in a core subject area.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Percentage of Students at Level 3 or 4 (n=91)	7.7%	7.7%		7.7% (0.0% – 25.9% – 51.8%)	14.9%	.	.
Average Student Proficiency (n=91)	2.12	2.12		2.12 (1.85 – 2.53 – 3.21)	19.9%	.	.
Mathematics							
Percentage of Students at Level 3 or 4 (n=104)	3.8%	3.8%		3.8% (0.0% – 29.7% – 59.4%)	6.4%	.	.
Average Student Proficiency (n=104)	1.98	1.98		1.98 (1.76 – 2.60 – 3.44)	13.1%	.	.
Percent of Students Passing a Core Course							
English (n=20)	90.0%	90.0%		90.0% (68.0% – 90.0% – 100.0%)	68.8%	.	.
Math (n=20)	90.0%	90.0%		90.0% (66.3% – 88.6% – 100.0%)	70.3%	.	.
Science (n=20)	100.0%	100.0%		100.0% (68.3% – 90.2% – 100.0%)	100.0%	.	.
Social Studies (n=20)	100.0%	100.0%		100.0% (62.6% – 89.3% – 100.0%)	100.0%	.	.

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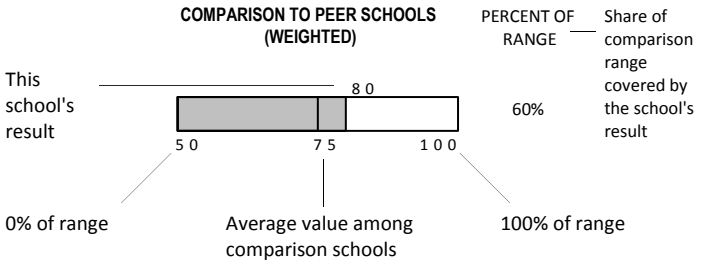

Score Calculation Example

FORMULA (PERCENT OF PEER RANGE X 0.75 + PERCENT OF CITY RANGE X 0.25) X POINTS POSSIBLE = POINTS EARNED

EXAMPLE (60% X 0.75 + 80% X 0.25) X 3.75 = 2.44

GRADE

SCORE (out of 15)

GRADE	SCORE RANGE
A	or higher
B	
C	
D	
F	or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and your school's NYC School Survey, where parents, teachers, and students in grade 6 and above rate academic expectations, safety and respect, communication, and engagement.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
School Survey Results							
Academic Expectations	7.6	7.6		7.6; 7.4, 8.3, 9.2	11.1%	.	.
Communication	7.9	7.9		7.9; 6.7, 7.7, 8.7	60.0%	.	.
Engagement	7.4	7.4		7.4; 6.7, 7.8, 8.9	31.8%	.	.
Safety and Respect	7.2	7.2		7.2; 6.3, 7.8, 9.3	30.0%	.	.
Attendance Rate	89.0%	89.0%		89.0%; 88.6%, 93.2%, 97.8%	4.3%	.	.

How To Interpret These Charts

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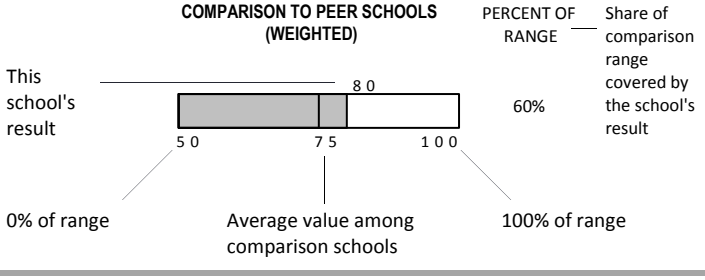

Score Calculation Example

FORMULA (PERCENT OF PEER RANGE X 0.75 + PERCENT OF CITY RANGE X 0.25) X POINTS POSSIBLE = POINTS EARNED

EXAMPLE (60% X 0.75 + 80% X 0.25) X 3.75 = 2.44

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points will depend on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a "fixed point value" based on how difficult it is to achieve the success criteria. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary schools are eligible for points on 16 additional credit metrics while middle and K-8 schools are eligible for points on up to 17 metrics, each of which is worth up to one point. (In the table below, "." in "This School's Results" indicates that a school has fewer than 5 eligible students in one of the categories.)

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
Percent at Level 3 or 4					
English					
Self-Contained (n=21)	0.0%	23.1%	2.728		
Integrated Co-Teaching (ICT) (n=0)	.	.	0.441		
Special Education Teacher Support Services (SETSS) (n=8)	25.0%	8.8%	0.727		
Mathematics					
Self-Contained (n=21)	0.0%	20.2%	1.054		
Integrated Co-Teaching (ICT) (n=0)	.	.	0.290		
Special Education Teacher Support Services (SETSS) (n=8)	0.0%	7.7%	0.499		
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=8)	50.0%	9.9%	0.026		
Lowest Third Citywide (n=51)	62.7%	63.0%	0.011		
Self-Contained/ICT/SETSS (n=26)	73.1%	32.1%	0.019		
Black and Hispanic Males in Lowest Third Citywide (n=34)	64.7%	42.0%	0.023		
Mathematics					
English Language Learners (n=9)	11.1%	9.5%	0.028		
Lowest Third Citywide (n=71)	42.3%	74.7%	0.012		
Self-Contained/ICT/SETSS (n=26)	61.5%	27.4%	0.021		
Black and Hispanic Males in Lowest Third Citywide (n=40)	55.0%	42.1%	0.025		
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=25)	0.08	22.7%	0.055		
English Language Learner Progress (n=10)	40.0%	9.1%	0.030		

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE
Percent of 8th Graders Earning High School Credit (n=20)	0.0%	0.0%	0.0%	0.0% 0.0% 25.5% 51.0%	0.0%
9th Grade Adjusted Credit Accumulation of Former 8th Graders (n=23)	61.0%	61.0%	0.0%	61.0% 68.0% 86.0% 100.0%	0.0%

TOTAL POINTS

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the Peer Index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

PEER GROUP CALCULATION

Peer groupings are created using a "nearest neighbor" matching methodology. This methodology examines the mathematical difference between a school and all potential peers on a given set of characteristics. Schools with the smallest difference across all the characteristics are peered together.

PEER GROUP FOR: **P.S. 332 Charles H. Houston**

DBN	SCHOOL	ECONOMIC NEED INDEX	%IEP	%BLACK OR HISPANIC	%ELL
23K332	**P.S. 332 Charles H. Houston**	**1.11**	**29.1%**	**99.1%**	**9.1%**
01M034	P.S. 034 Franklin D. Roosevelt	1.01	32.9%	90.6%	8.6%
01M140	P.S. 140 Nathan Straus	0.92	30.4%	92.3%	16.1%
01M188	P.S. 188 The Island School	1.26	22.2%	93.3%	17.4%
03M149	P.S. 149 Sojourner Truth	0.99	27.9%	89.9%	9.5%
03M191	P.S. 191 AM.S.terdam	0.79	24.5%	86.9%	8.2%
04M007	P.S. 007 Samuel Stern	0.96	21.0%	93.1%	16.7%
04M050	P.S. 050 Vito Marcantonio	0.98	33.2%	96.6%	9.1%
04M057	James Weldon Johnson	1.02	25.4%	94.3%	16.4%
04M096	P.S. 096 Joseph Lanzetta	1.01	25.8%	96.4%	18.7%
05M129	P.S. 129 John H. Finley	1.01	19.6%	93.8%	10.8%
07X029	P.S./M.S. 029 Melrose School	0.93	23.3%	96.8%	14.4%
07X031	P.S./M.S. 031 The William Lloyd Garrison	1.03	21.7%	96.5%	12.5%
09X004	P.S./M.S. 004 Crotona Park West	1.21	20.2%	98.1%	11.9%
10X003	P.S. 3 Raul Julia Micro Society	0.87	23.9%	97.1%	12.9%
10X037	P.S. X037 - Multiple Intelligence School	0.85	23.1%	96.5%	12.7%
16K308	P.S. 308 Clara Cardwell	0.92	25.7%	95.8%	5.3%
19K174	P.S. 174 Dumont	1.05	23.3%	97.3%	8.2%
19K306	P.S. 306 Ethan Allen	0.92	23.3%	98.6%	2.7%
21K288	P.S. 288 The Shirley Tanyhill	1.01	27.1%	89.9%	9.4%
22K109	P.S. 109	0.98	26.0%	97.4%	11.9%
23K041	P.S. 041 Francis White	1.01	26.6%	97.0%	3.9%
23K073	P.S. 073 Thomas S. Boyland	1.03	21.6%	97.7%	7.7%
23K137	P.S./I.S. 137 Rachel Jean Mitchell	1.02	22.6%	94.0%	4.9%
23K155	P.S./I.S. 155 Nicholas Herkimer	0.99	21.9%	96.7%	11.2%
23K165	P.S. 165 Ida Posner	0.87	26.2%	96.1%	5.8%
23K284	P.S. 284 Lew Wallace	0.99	24.5%	98.3%	10.8%
23K298	P.S. 298 Dr. Betty Shabazz	1.00	26.1%	96.9%	5.6%
23K327	P.S. 327 Dr. Rose B. English	0.96	20.2%	96.9%	6.0%
27Q042	P.S./m.s 042 R. Vernam	1.06	23.0%	95.2%	3.3%
27Q183	P.S. 183 Dr. Richard R. Green	1.00	21.6%	89.6%	5.7%
	PEER GROUP AVERAGES	0.99	24.6%	95.1%	9.9%

This page provides more granular data on students' state exam scores. It disaggregates these scores by grade and subject for 2012-13. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2012-13 student performance.

State Exam Scores by Grade

	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n = 2)	.	.	
4th Grade (n = 36)	2.03	2.8%	73.5
5th Grade (n = 43)	1.87	4.7%	55.0
6th Grade (n = 0)	.	.	.
7th Grade (n = 0)	.	.	.
8th Grade (n = 23)	2.10	4.3%	55.0
English			
3rd Grade (n = 2)	.	.	
4th Grade (n = 36)	2.11	5.6%	65.5
5th Grade (n = 30)	2.02	6.7%	82.5
6th Grade (n = 0)	.	.	.
7th Grade (n = 0)	.	.	.
8th Grade (n = 23)	2.28	13.0%	65.0
Science			
4th Grade (n = 36)	3.04	58.3%	.
8th Grade (n = 22)	2.55	18.2%	.

Chronic Absenteeism

	PERCENTAGE OF STUDENTS SCHOOLWIDE	AVERAGE OF SCHOOLS CITYWIDE
Students With Less Than 90% Attendance (n = 118)	40.7%	20.0%

High School Readiness Indicators

% of 8th Graders Earning High School Credit

FORMULA:	(% taking accelerated courses) X (	% taking accelerated courses who passed) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(0.0%) X (	.) =	0.0%
MATHEMATICS:	(0.0%) X (	.) =	0.0%
SCIENCE:	(0.0%) X (	.) =	0.0%
LANGUAGE OTHER THAN ENGLISH:	(0.0%) X (	.) =	0.0%