



The New York State Report Card 2011–12

School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**
Principal **FRANK CIMINO**
Telephone **(718) 338-9011**
Grades **K-5, UE**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

Enrollment

	2009-10	2010-11	2011-12
Pre-K	18	18	
Kindergarten	142	145	157
Grade 1	120	156	172
Grade 2	124	130	152
Grade 3	132	121	130
Grade 4	140	144	131
Grade 5	152	141	141
Grade 6	0	0	0
Ungraded Elementary	4	9	4
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	814	846	887

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	26	27	30
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	538	66%	559	66%	549	62%
Reduced Price Lunch	104	13%	108	13%	75	8%
Limited English Proficient	114	14%	114	13%	112	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	12	1%	18	2%
Black or African American	427	52%	443	52%	486	55%
Hispanic or Latino	110	14%	125	15%	123	14%
Asian or Native Hawaiian/Other Pacific Islander	134	16%	125	15%	123	14%
White	140	17%	141	17%	135	15%
Multiracial	0	0%	0	0%	2	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	10	1%	32	4%	29	3%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	65	61	60
Percent with No Valid Teaching Certificate	0%	2%	0%
Percent Teaching Out of Certification	0%	11%	5%
Percent with Fewer than Three Years of Experience	5%	2%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	45%	56%	53%
Total Number of Core Classes	81	86	66
Percent Not Taught by Highly Qualified Teachers in This School*	0%	2%	11%
Percent Not Taught by Highly Qualified Teachers in This District**	4%	5%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	95	109	78
Percent Taught by Teachers Without Appropriate Certification	0%	6%	9%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	22%	0%
Turnover Rate of All Teachers	12%	9%	15%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	5	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

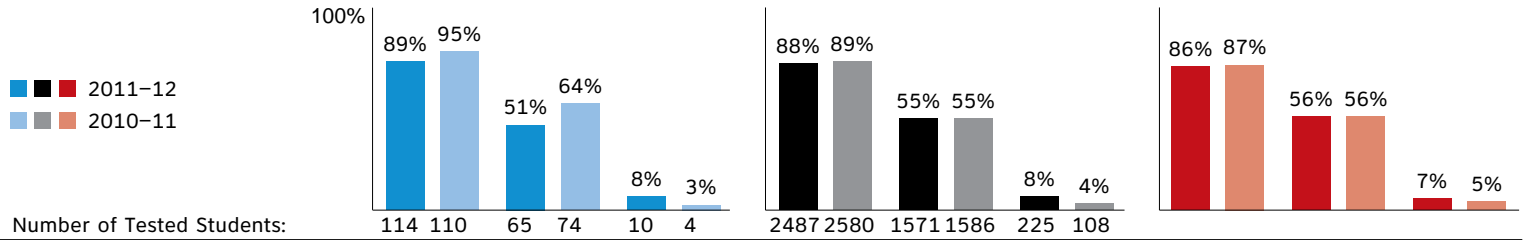
School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 3 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 665 *Range: 644-780 663-780 694-780
2011 Mean Score: 667



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	128	89%	51%	8%	116	95%	64%	3%
Female	56	93%	52%	7%	52	96%	67%	8%
Male	72	86%	50%	8%	64	94%	61%	0%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	69	86%	55%	6%	68	96%	62%	1%
Hispanic or Latino	15	-	-	-	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	52%	5%	21	90%	71%	0%
White	20	100%	70%	25%	15	100%	73%	13%
Multiracial								
Small Group Totals	18	78%	11%	0%	12	92%	50%	8%
General-Education Students	109	94%	55%	7%	97	99%	71%	4%
Students with Disabilities	19	58%	26%	11%	19	74%	26%	0%
English Proficient	115	92%	55%	9%	107	97%	67%	4%
Limited English Proficient	13	62%	15%	0%	9	67%	22%	0%
Economically Disadvantaged	87	87%	40%	2%	116	95%	64%	3%
Not Disadvantaged	41	93%	73%	20%				
Migrant								
Not Migrant	128	89%	51%	8%	116	95%	64%	3%

NOTES

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Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	3	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

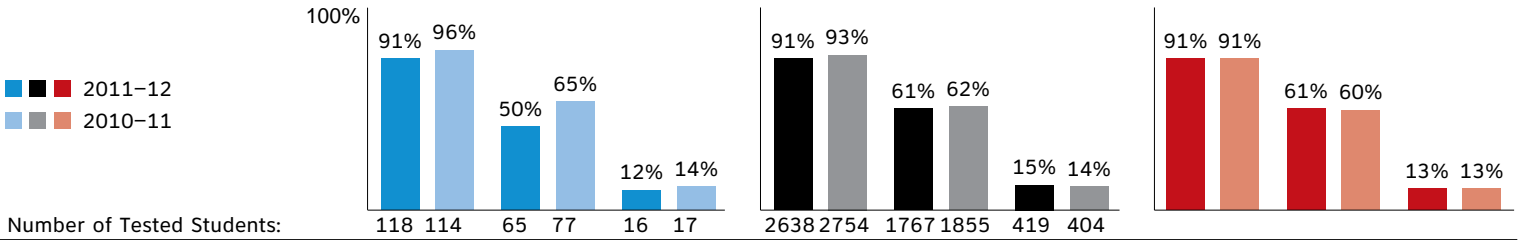
School **PS 193 GIL HODGES**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 3 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 687 *Range: 662-770 684-770 707-770
2011 Mean Score: 691



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	129	91%	50%	12%	119	96%	65%	14%
Female	57	91%	47%	9%	54	94%	57%	17%
Male	72	92%	53%	15%	65	97%	71%	12%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	69	88%	41%	9%	70	96%	60%	7%
Hispanic or Latino	15	-	-	-	11	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	76%	10%	21	100%	81%	29%
White	21	95%	76%	38%	16	94%	63%	31%
Multiracial								
Small Group Totals	18	89%	28%	0%	12	92%	67%	8%
General-Education Students	110	95%	55%	14%	100	98%	71%	16%
Students with Disabilities	19	68%	26%	5%	19	84%	32%	5%
English Proficient	115	94%	50%	14%	107	95%	67%	16%
Limited English Proficient	14	71%	50%	0%	12	100%	42%	0%
Economically Disadvantaged	88	89%	42%	5%	119	96%	65%	14%
Not Disadvantaged	41	98%	68%	29%				
Migrant								
Not Migrant	129	91%	50%	12%	119	96%	65%	14%

NOTES

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Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	1	-	-	-

2 Student Performance

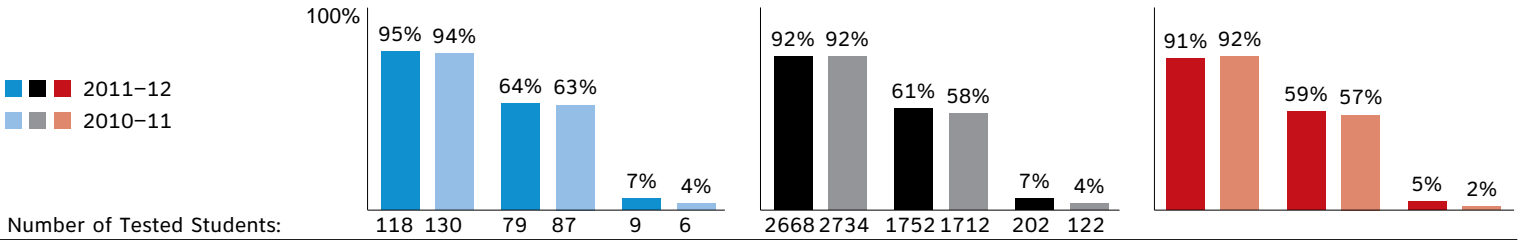
School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 678 *Range: 637-775 671-775 722-775
2011 Mean Score: 677



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	124	95%	64%	7%	138	94%	63%	4%
Female	57	96%	58%	9%	73	96%	66%	4%
Male	67	94%	69%	6%	65	92%	60%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	73	97%	64%	3%	71	99%	68%	6%
Hispanic or Latino	15	87%	47%	7%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	20	90%	70%	15%	28	89%	54%	7%
White	16	100%	69%	19%	20	95%	75%	0%
Multiracial								
Small Group Totals					19	84%	47%	0%
General-Education Students	103	98%	70%	8%	126	96%	67%	5%
Students with Disabilities	21	81%	33%	5%	12	75%	17%	0%
English Proficient	111	96%	68%	8%	119	99%	72%	5%
Limited English Proficient	13	85%	23%	0%	19	63%	5%	0%
Economically Disadvantaged	94	94%	57%	4%	138	94%	63%	4%
Not Disadvantaged	30	100%	83%	17%				
Migrant								
Not Migrant	124	95%	64%	7%	138	94%	63%	4%

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Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	3	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

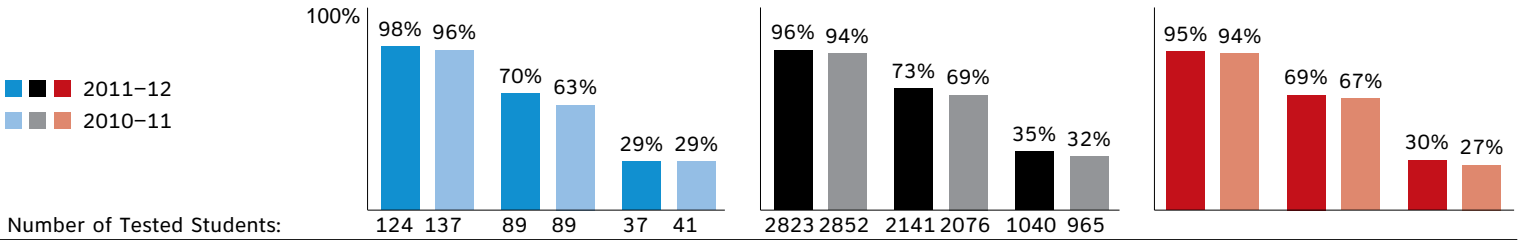
School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 691 *Range: 636–800 676–800 707–800
2011 Mean Score: 689



Results by Student Group

	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	127	98%	70%	29%	142	96%	63%	29%
Female	59	98%	61%	29%	76	95%	61%	30%
Male	68	97%	78%	29%	66	98%	65%	27%
American Indian or Alaska Native					2	–	–	–
Black or African American	74	97%	65%	19%	73	99%	64%	26%
Hispanic or Latino	15	93%	60%	20%	17	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	20	100%	85%	50%	30	93%	57%	30%
White	18	100%	83%	56%	20	100%	80%	60%
Multiracial								
Small Group Totals					19	89%	47%	5%
General-Education Students	106	98%	75%	34%	130	97%	68%	32%
Students with Disabilities	21	95%	48%	5%	12	92%	0%	0%
English Proficient	111	98%	71%	30%	120	100%	73%	34%
Limited English Proficient	16	94%	63%	25%	22	77%	9%	0%
Economically Disadvantaged	97	97%	65%	23%	142	96%	63%	29%
Not Disadvantaged	30	100%	87%	50%				
Migrant								
Not Migrant	127	98%	70%	29%	142	96%	63%	29%

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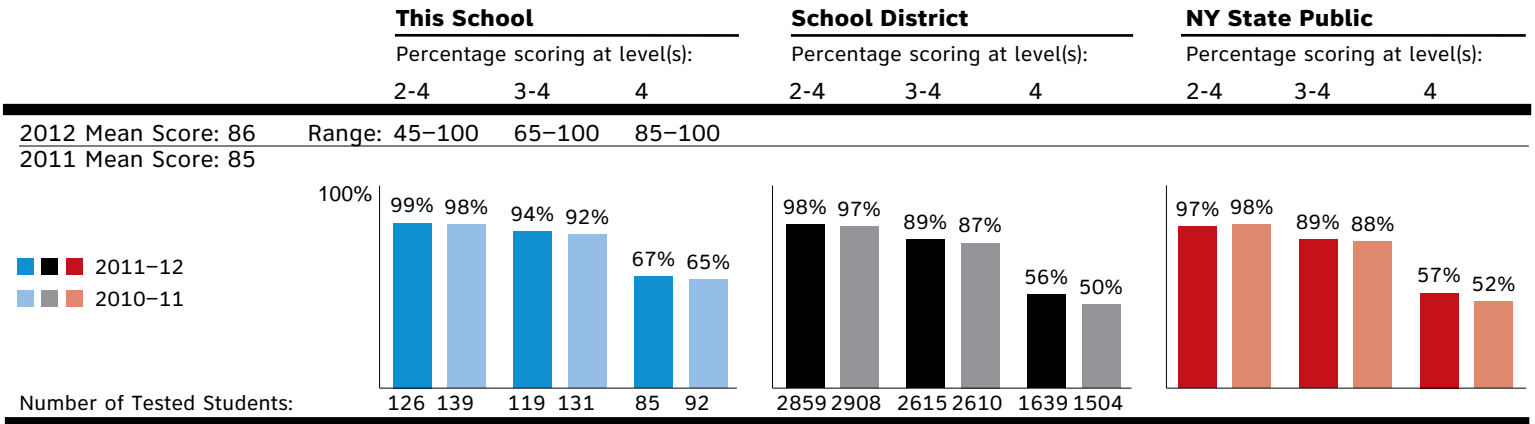
Other Assessments	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	127	99%	94%	67%	142	98%	92%	65%
Female	60	100%	93%	58%	76	97%	92%	66%
Male	67	99%	94%	75%	66	98%	92%	64%
American Indian or Alaska Native					2	-	-	-
Black or African American	74	99%	91%	65%	73	100%	96%	66%
Hispanic or Latino	15	100%	100%	60%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	67%	30	93%	83%	53%
White	17	100%	100%	82%	20	100%	100%	85%
Multiracial								
Small Group Totals					19	95%	84%	58%
General-Education Students	106	99%	94%	75%	130	98%	94%	71%
Students with Disabilities	21	100%	90%	29%	12	100%	75%	0%
English Proficient	111	100%	96%	71%	120	100%	98%	75%
Limited English Proficient	16	94%	75%	38%	22	86%	64%	9%
Economically Disadvantaged	97	99%	93%	62%	142	98%	92%	65%
Not Disadvantaged	30	100%	97%	83%				
Migrant								
Not Migrant	127	99%	94%	67%	142	98%	92%	65%

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Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	2	-	-	-

2 Student Performance

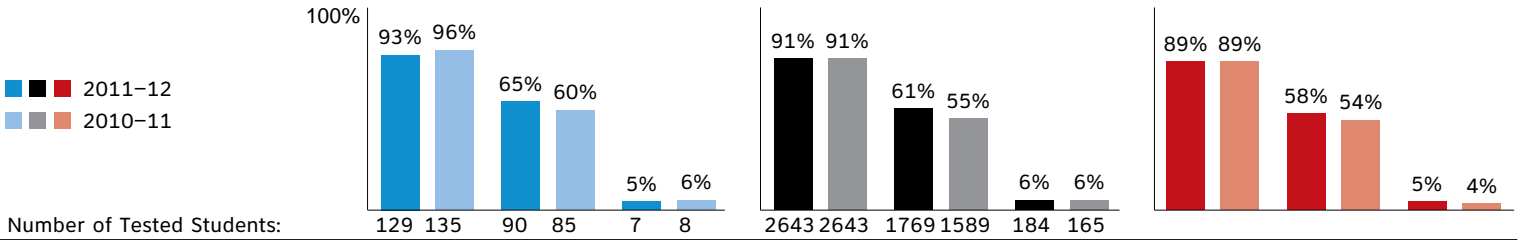
School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 5 English Language Arts

This School				School District				NY State Public		
Percentage scoring at level(s):							Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4	2-4	3-4	4	

2012 Mean Score: 673 *Range: 648-795 668-795 700-795
2011 Mean Score: 672



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	93%	65%	5%	141	96%	60%	6%
Female	71	96%	73%	6%	71	99%	63%	8%
Male	67	91%	57%	4%	70	93%	57%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	76	96%	66%	5%	74	95%	58%	1%
Hispanic or Latino	15	-	-	-	20	90%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	89%	67%	4%	19	-	-	-
White	18	100%	83%	11%	27	100%	85%	19%
Multiracial								
Small Group Totals	17	82%	41%	0%	20	100%	60%	10%
General-Education Students	125	94%	72%	6%	123	100%	63%	7%
Students with Disabilities	13	92%	0%	0%	18	67%	39%	0%
English Proficient	126	97%	71%	6%	134	96%	63%	6%
Limited English Proficient	12	58%	0%	0%	7	86%	14%	0%
Economically Disadvantaged	101	91%	54%	4%	141	96%	60%	6%
Not Disadvantaged	37	100%	95%	8%				
Migrant								
Not Migrant	138	93%	65%	5%	141	96%	60%	6%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	2	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

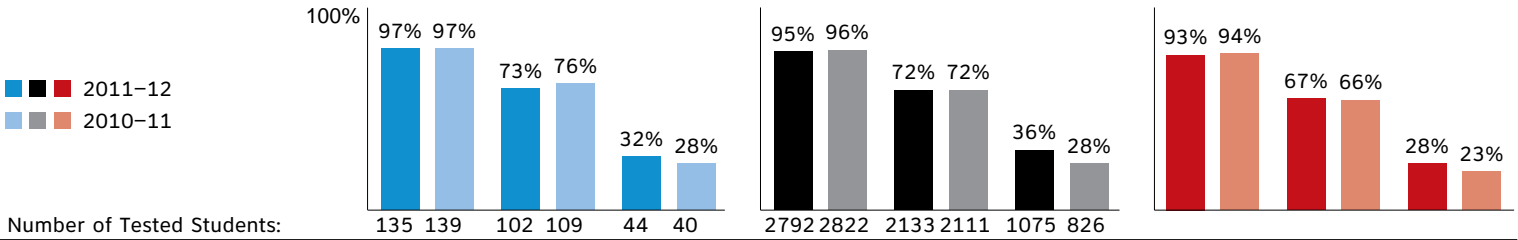
School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 5 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2012 Mean Score: 694 *Range: 640-780 676-780 707-780
2011 Mean Score: 692



Number of Tested Students:

This School: 135 (2011-12), 139 (2010-11)
School District: 2792 (2011-12), 2822 (2010-11)
NY State Public: 1075 (2011-12), 826 (2010-11)

Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	139	97%	73%	32%	143	97%	76%	28%
Female	72	99%	78%	32%	72	99%	72%	31%
Male	67	96%	69%	31%	71	96%	80%	25%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	76	99%	75%	30%	74	96%	72%	15%
Hispanic or Latino	15	-	-	-	20	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	28	96%	71%	32%	20	100%	85%	35%
White	18	100%	89%	61%	28	100%	96%	71%
Multiracial								
Small Group Totals	17	88%	53%	6%	21	95%	57%	10%
General-Education Students	126	98%	76%	35%	125	100%	81%	30%
Students with Disabilities	13	92%	46%	0%	18	78%	44%	17%
English Proficient	126	99%	79%	35%	134	98%	78%	30%
Limited English Proficient	13	77%	23%	0%	9	89%	56%	0%
Economically Disadvantaged	102	96%	66%	24%	143	97%	76%	28%
Not Disadvantaged	37	100%	95%	54%				
Migrant								
Not Migrant	139	97%	73%	32%	143	97%	76%	28%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	0	-	-	-

2 Student Performance

School **PS 193 GIL HODGES**
School ID **33-22-00-01-0193**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

New York State English as a Second Language Achievement Test (NYSESLAT)

		<u>All Students</u>					<u>General-Education Students</u>					<u>Students with Disabilities</u>				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	45	4%	18%	42%	36%	37	5%	16%	43%	35%	8	0%	25%	38%	38%
	2010-11	49	6%	10%	49%	35%	39	5%	10%	51%	33%	10	10%	10%	40%	40%
	2009-10	57	4%	19%	42%	35%	48	2%	15%	44%	40%	9	11%	44%	33%	11%
Reading and Writing (Grades K-1)	2011-12	45	42%	16%	22%	20%	37	41%	16%	24%	19%	8	50%	13%	13%	25%
	2010-11	49	22%	31%	24%	22%	39	21%	28%	26%	26%	10	30%	40%	20%	10%
	2009-10	57	23%	30%	18%	30%	48	19%	29%	17%	35%	9	44%	33%	22%	0%
Listening and Speaking (Grades 2-4)	2011-12	51	2%	6%	33%	59%	38	3%	8%	32%	58%	13	0%	0%	38%	62%
	2010-11	58	3%	10%	28%	59%	47	2%	11%	26%	62%	11	9%	9%	36%	45%
	2009-10	54	6%	7%	17%	70%	46	7%	9%	15%	70%	8	0%	0%	25%	75%
Reading and Writing (Grades 2-4)	2011-12	51	6%	24%	57%	14%	38	8%	11%	63%	18%	13	0%	62%	38%	0%
	2010-11	58	10%	28%	33%	29%	47	9%	21%	38%	32%	11	18%	55%	9%	18%
	2009-10	54	13%	19%	39%	30%	46	11%	17%	39%	33%	8	25%	25%	38%	13%
Listening and Speaking (Grades 5-6)	2011-12	15	7%	13%	60%	20%	12	—	—	—	—	3	—	—	—	—
	2010-11	9	0%	11%	11%	78%	7	—	—	—	—	2	—	—	—	—
	2009-10	14	14%	7%	21%	57%	12	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	15	20%	27%	33%	20%	12	—	—	—	—	3	—	—	—	—
	2010-11	9	0%	11%	22%	67%	7	—	—	—	—	2	—	—	—	—
	2009-10	14	14%	21%	29%	36%	12	—	—	—	—	2	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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