The New York State School Report Card

Accountability and Overview Report 2005 – 06

School **P.S. 188 MICHAEL E. BERDY SCHOOL**
District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**
School ID **332100010188**
Principal **FREDERICK TUDDA**
Telephone **(718) 266-6380**
Grades **PK-5, UE**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

Use this report to:

1 Get School Profile information.
This section shows comprehensive data relevant to this school's learning environment.

2 Review School Accountability Status.
This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.

3 Review an Overview of School Performance.
This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

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

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003–04	2004–05	2005–06
Pre-K	36	35	35
Kindergarten	119	78	87
Grade 1	124	137	92
Grade 2	123	123	117
Grade 3	109	116	114
Grade 4	133	108	106
Grade 5	141	137	98
Grade 6	0	0	0
Ungraded Elementary	19	31	51
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	768	730	665

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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2003–04	2004–05	2005–06
Common Branch	25	22	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Demographic Factors

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Eligible for Free Lunch	531	69%	505	69%	548	82%
Reduced-Price Lunch	40	5%	38	5%	39	6%
Student Stability*		93%		90%		92%
Limited English Proficient	25	3%	25	3%	28	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	2	0%
Black or African American	418	54%	383	52%	353	53%
Hispanic or Latino	158	21%	168	23%	151	23%
Asian or Native Hawaiian/Other Pacific Islander	73	10%	71	10%	68	10%
White	117	15%	105	14%	91	14%

* Not available at the district level.

Attendance and Suspensions

	2002–03		2003–04		2004–05	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		91%
Student Suspensions	21	N/A	33	4%	4	1%

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. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Teacher Qualifications

	2003–04	2004–05	2005–06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	102	96	182
Percent Not Taught by Highly Qualified Teachers	23%	40%	18%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	2	1
Percent with No Valid Teaching Certificate	5%	4%	2%
Individuals Teaching Out of Certification			
Number of Teachers	9	11	8
Percentage of Total	16%	20%	15%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	44%	51%	45%

Staff Counts

	2003–04	2004–05	2005–06
Total Teachers	65	60	56
Total Other Professional Staff	5	6	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

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

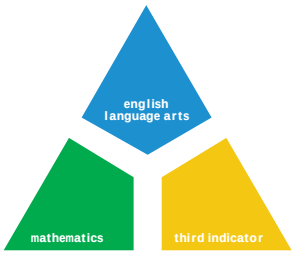
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **www.emsc.nysed.gov/irts/accountability/home.shtml**

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts**.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: **www.emsc.nysed.gov/irts/school-accountability/about.shtml**.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

School in Good Standing
A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

School in Need of Improvement (Year 1)
A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

School in Need of Improvement (Year 2)
A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

School in Corrective Action
A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

School Planning for Restructuring
A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

School Restructuring (Year 1)
A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

School Restructuring (Year 2)
A School Restructuring (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to all New York State public schools)

School Requiring Academic Progress (Year 1)
A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

School Requiring Academic Progress (Year 2)
A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

School Requiring Academic Progress (Year 3)
A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

School Requiring Academic Progress (Year 4)
A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

School Requiring Academic Progress (Year 5 and above)
A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

2 School Accountability

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level		Secondary Level
ELA	Good Standing	ELA
Math	Good Standing	Math
Science	Good Standing	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2004–05	2005–06	2006–07
YES	YES	YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔			
Ethnicity						
American Indian or Alaska Native	–					
Black or African American	✔	✔				
Hispanic or Latino	✔	✔				
Asian or Native Hawaiian/Other Pacific Islander	✔	✔				
White	✔	✔				
Other Groups						
Students with Disabilities	✘	✔SH				
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔				
Student groups making AYP in each subject	✘ 6 of 7	✔ 7 of 7	✔ 1 of 1			

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Corrective Action	Requiring Academic Progress (Year 3)
Planning for Restructuring	Requiring Academic Progress (Year 4)
Restructuring (Year 1)	Requiring Academic Progress (Year 5 & Above)
Restructuring (Year 2 & Above)	

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	6 of 7	Student groups making AYP in English Language Arts
	✗	Did not make AYP
Prospective Status		A school that fails to make AYP in English Language Arts for two consecutive years is placed in improvement status. If this school fails to make AYP in 2006-07, the school will be School In Need of Improvement (Year 1) in 2007-08. If this school makes AYP in 2006-07, the school will be in good standing in 2007-08. [102]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (344:326)	✔	✔	99%	✔	136	116		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (179:169)	✔	✔	100%	✔	120	114		
Hispanic or Latino (82:78)	✔	✔	99%	✔	138	111		
Asian or Native Hawaiian/Other Pacific Islander (40:39)	✔	✔	98%	✔	187	106		
White (42:39)	✔	✔	95%	✔	146	106		
Other Groups								
Students with Disabilities[4] (69:66)	✗	✔	99%	✗	56	110	57	70
Limited English Proficient (16:12)	–	–	–	–	–	–		–
Economically Disadvantaged (273:257)	✔	✔	99%	✔	157	115		
Final AYP Determination	✗ 6 of 7							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	7 of 7	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This school will be in good standing in 2007-08. [101]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2005–06	Safe Harbor Target 2006–07
All Students (343:324)	✔	✔	100%	✔	146	80		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (179:166)	✔	✔	100%	✔	132	78		
Hispanic or Latino (82:77)	✔	✔	100%	✔	143	75		
Asian or Native Hawaiian/Other Pacific Islander (40:40)	✔	✔	100%	✔	195	71		
White (42:41)	✔	✔	100%	✔	161	71		
Other Groups								
Students with Disabilities[4] (69:65)	✔SH	✔	100%	✔SH	65	74	61	79
Limited English Proficient (16:14)	–	–	–	–	–	–		–
Economically Disadvantaged (271:256)	✔	✔	100%	✔	167	79		
Final AYP Determination	✔ 7 of 7							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in Science
	✔	Made AYP
Prospective Status		This school will be in good standing in 2007-08. [101]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2005–06	Progress Target 2006–07
All Students (115:107)	✔	Qualified	✔	100%	✔	185	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (50:46)		Qualified	✔	100%	✔	183	100		
Hispanic or Latino (34:31)		–	–	–	✔	184	100		
Asian or Native Hawaiian/Other Pacific Islander (16:16)		–	–	–	–	–	–		–
White (15:14)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (24:21)		–	–	–	–	–	–		–
Limited English Proficient (6:5)		–	–	–	–	–	–		–
Economically Disadvantaged (90:85)		Qualified	✔	100%	✔	198	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- – Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Summary of 2005–06 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	50%	115
Grade 4	52%	109
Grade 5	50%	106
Mathematics		
Grade 3	66%	123
Grade 4	71%	116
Grade 5	44%	104
Science		
Grade 4	89%	115

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

In this section, this school's performance is compared with that of similar schools.

What are Similar Schools?

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

This School's Similar Schools Group: 3

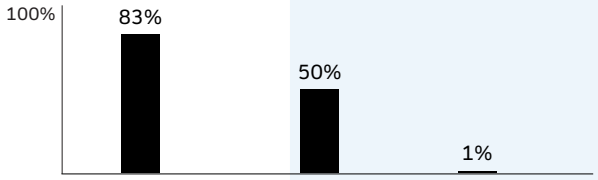
All schools in this group are New York City elementary level schools. The schools in this group are in the higher range of student needs for elementary level schools in this district.

3 Overview of School Performance

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 3 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 648	Range:	616–780	650–780	730–780			
		83%	50%	1%	85%	52%	3%
Number of Students:		95	58	1			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**115**	**83%**	**50%**	**1%**				
Female	66	85%	50%	0%				
Male	49	80%	51%	2%				
American Indian or Alaska Native	1	–	–	–	This test was not given in 2004-05.			
Black or African American	70	79%	40%	0%				
Hispanic or Latino	20	80%	55%	0%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	8%				
White	11	–	–	–				
Small Group Totals	12	92%	67%	0%				
General-Education Students	89	93%	62%	1%				
Students with Disabilities	26	46%	12%	0%				
English Proficient	114	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	89	94%	62%	1%				
Not Disadvantaged	26	42%	12%	0%				
Migrant								
Not Migrant	115	83%	50%	1%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	7	4	4	N/A	N/A	N/A	N/A	N/A

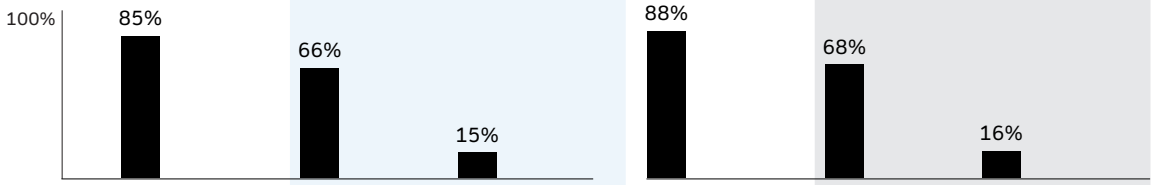
† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

3 Overview of School Performance

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 3 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 660	Range:	624–770	650–770	703–770			
		85%	66%	15%	88%	68%	16%
Number of Students:		104	81	19			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**123**	**85%**	**66%**	**15%**				
Female	71	85%	63%	13%				
Male	52	85%	69%	19%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	72	78%	57%	6%				
Hispanic or Latino	23	87%	74%	13%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	62%				
White	15	100%	73%	27%				
Small Group Totals								
General-Education Students	95	95%	77%	20%				
Students with Disabilities	28	50%	29%	0%				
English Proficient	114	84%	66%	17%				
Limited English Proficient	9	89%	67%	0%				
Economically Disadvantaged	94	95%	78%	20%				
Not Disadvantaged	29	52%	28%	0%				
Migrant								
Not Migrant	123	85%	66%	15%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

3 Overview of School Performance

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 4 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 648	Range:	612–775	650–775	716–775			
	100%	83%	52%	1%	85%	49%	3%
Number of Students:		91	57	1			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**109**	**83%**	**52%**	**1%**				
Female	62	85%	55%	2%				
Male	47	81%	49%	0%				
American Indian or Alaska Native								
Black or African American	51	78%	39%	2%				
Hispanic or Latino	31	81%	52%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	0%				
White	13	92%	62%	0%				
Small Group Totals								
General-Education Students	89	93%	61%	1%				
Students with Disabilities	20	40%	15%	0%				
English Proficient	107	–	–	–				
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	88	93%	60%	1%				
Not Disadvantaged	21	43%	19%	0%				
Migrant								
Not Migrant	109	83%	52%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

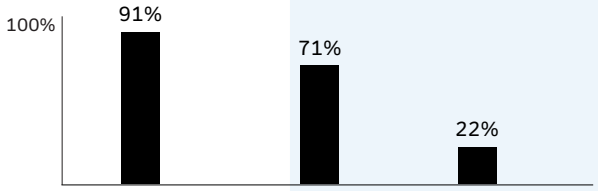
	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	–	–	N/A	3	–	–	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 4 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 670	Range:	622–800	650–800	702–800			
		91%	71%	22%	87%	63%	14%
Number of Students:		105	82	26			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**116**	**91%**	**71%**	**22%**				
Female	67	88%	69%	22%				
Male	49	94%	73%	22%				
American Indian or Alaska Native								
Black or African American	52	90%	65%	10%				
Hispanic or Latino	33	82%	64%	21%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	63%				
White	15	100%	80%	27%				
Small Group Totals								
General-Education Students	93	98%	82%	28%				
Students with Disabilities	23	61%	26%	0%				
English Proficient	110	93%	73%	24%				
Limited English Proficient	6	50%	33%	0%				
Economically Disadvantaged	92	98%	83%	28%				
Not Disadvantaged	24	63%	25%	0%				
Migrant								
Not Migrant	116	91%	71%	22%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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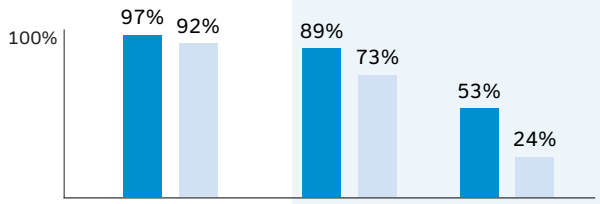
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 4 Science

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 82	Range:	45–100	65–100	85–100			
2005–06		97%	89%	53%	93%	66%	20%
2004–05		92%	73%	24%	86%	55%	14%
Number of Students:		112 100	102 80	61 26			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**115**	**97%**	**89%**	**53%**	**109**	**92%**	**73%**	**24%**
Female	66	95%	91%	52%	61	90%	74%	30%
Male	49	100%	86%	55%	48	94%	73%	17%
American Indian or Alaska Native								
Black or African American	50	96%	88%	42%	60	90%	65%	13%
Hispanic or Latino	34	100%	85%	50%	26	92%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	94%	88%	12	92%	92%	67%
White	15	100%	93%	60%	11	100%	91%	36%
Small Group Totals								
General-Education Students	91	100%	98%	63%	95	95%	80%	27%
Students with Disabilities	24	88%	54%	17%	14	71%	29%	0%
English Proficient	109	98%	91%	55%	105	–	–	–
Limited English Proficient	6	83%	50%	17%	4	–	–	–
Economically Disadvantaged	90	100%	98%	62%	109	92%	73%	24%
Not Disadvantaged	25	88%	56%	20%				
Migrant								
Not Migrant	115	97%	89%	53%	109	92%	73%	24%

NOTES

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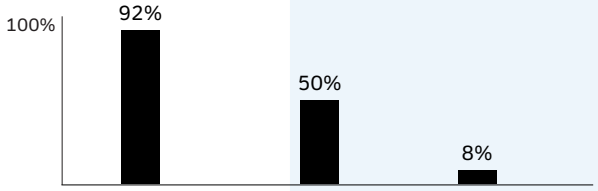
Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 5 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 648	Range:	608–795	650–795	711–795			
		92%	50%	8%	89%	47%	4%
Number of Students:		97	53	8			



Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**106**	**92%**	**50%**	**8%**				
Female	63	92%	52%	11%				
Male	43	91%	47%	2%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	56	89%	41%	2%				
Hispanic or Latino	27	89%	48%	7%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	27%				
White	12	100%	50%	17%				
Small Group Totals								
General-Education Students	88	98%	59%	9%				
Students with Disabilities	18	61%	6%	0%				
English Proficient	105	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	87	98%	60%	9%				
Not Disadvantaged	19	63%	5%	0%				
Migrant								
Not Migrant	106	92%	50%	8%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

This School's Results in Grade 5 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
Mean Score: 646	Range:	619–780	650–780	699–780			
	100%	81%	44%	8%	84%	52%	10%
Number of Students:		84	46	8			

Results by Student Group

	2005–06 School Year				2004–05 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**104**	**81%**	**44%**	**8%**				
Female	61	79%	46%	11%				
Male	43	84%	42%	2%				
American Indian or Alaska Native					This test was not given in 2004-05.			
Black or African American	55	75%	33%	0%				
Hispanic or Latino	26	88%	42%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	36%				
White	12	75%	50%	25%				
Small Group Totals								
General-Education Students	86	93%	52%	9%				
Students with Disabilities	18	22%	6%	0%				
English Proficient	103	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	85	93%	53%	9%				
Not Disadvantaged	19	26%	5%	0%				
Migrant								
Not Migrant	104	81%	44%	8%				

NOTES

The – symbol indicates that data for a group of students has 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.

Other Assessments

	2005–06 School Year				2004–05 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				This test was not given in 2004-05.			

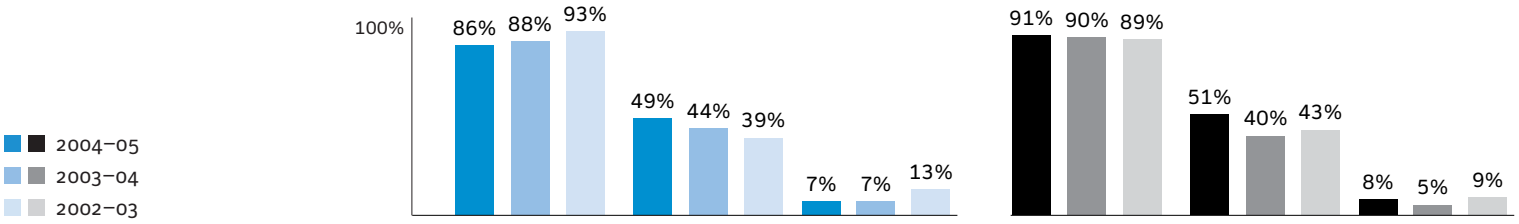
School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

	This School			Similar Schools		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	603–800	645–800	692–800			



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	15	40	45	7	107	639
Feb 2004	17	61	52	10	140	641
Feb 2003	10	77	37	18	142	643

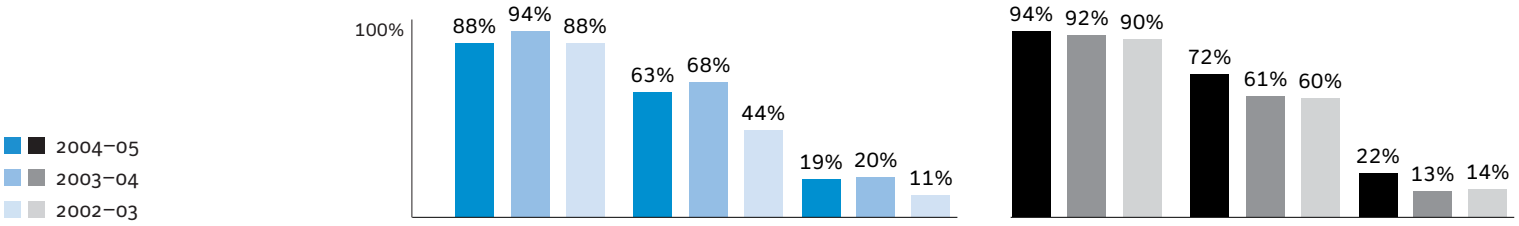
School **P.S. 188 MICHAEL E. BERDY SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

	This School			Similar Schools		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4
Range:	602–810	637–810	678–810			



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	13	27	48	21	109	645
May 2004	9	37	67	29	142	652
May 2003	17	62	47	16	142	636