

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-03-00-01-0000
 Name: Long Beach City School District
 Superintendent: Dr. Ronald L. Friedman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	200	200	214
Kindergarten	312	282	312
First	327	314	287
Second	318	323	314
Third	335	321	332
Fourth	299	342	315
Fifth	364	312	350
Sixth	351	362	296
Ungraded Elementary	66	19	16
Seventh	338	345	366
Eighth	312	335	347
Ninth	439	412	410
Tenth	353	347	357
Eleventh	247	329	302
Twelfth	228	228	294
Ungraded Secondary	32	31	24
Total K-12 Enrollment	4321	4302	4322

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	160	3.7%	154	3.6%	181	4.2%
Black (Not Hispanic)	543	12.6%	525	12.2%	545	12.6%
Hispanic	830	19.2%	839	19.5%	858	19.9%
White (Not Hispanic)	2788	64.5%	2784	64.7%	2738	63.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	17	21
Common Branch	21	22	21
English Grade 8	23	25	22
Mathematics Grade 8	20	23	24
Science Grade 8	26	24	26
Social Studies Grade 8	23	24	24
English Grade 10	21	22	22
Mathematics Grade 10	25	19	22
Science Grade 10	20	21	23
Social Studies Grade 10	18	17	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	263	5.8%	258	5.7%	259	5.7%
Eligible for Free Lunch	733	17.0%	669	15.6%	665	15.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.4%		93.4%
Student Suspensions	257	5.8%	202	4.7%	333	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	4.0%	4.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	371
Total Other Professional Staff	67
Total Paraprofessionals	155
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	218	145	67%	207	134	65%	247	169	68%
Students with Disabilities	15	6	40%	27	9	33%	39	16	41%
All Students	233	151	65%	234	143	61%	286	185	65%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	168	90	11	5	6	6
Percent	59%	31%	4%	2%	2%	2%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
39	16	17	56

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			14		8	
	Entered GED Program*			13		11	
	Total Noncompleters			27		19	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			4		1	
	Total Noncompleters			8		4	
All Students	Dropped Out	19	1.5%	18	1.4%	11	0.8%
	Entered GED Program*	0	0.0%	17	1.3%	12	0.9%
	Total Noncompleters	19	1.5%	35	2.7%	23	1.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		350	296
	Number of Students with Disabilities		0	74
	Number of All Students		350	370
	Percent of Enrollment		33%	36%
9-12	Number of General-Education Students		1090	649
	Number of Students with Disabilities		226	151
	Number of All Students		1316	800
	Percent of Enrollment		98%	58%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	100%	42	95%	58	84%
German	0	0%	0	0%	0	0%
Italian	39	85%	21	90%	38	95%
Latin	0	0%	0	0%	0	0%
Spanish	209	97%	171	88%	158	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	100%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	40%	0	0%
Science	44	45%	3	#	1	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	32	53%	3	#	0	0%
U.S. Hist & Gov't	19	63%	5	40%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	45	47%	47	51%	49	47%
Science	61	30%	47	36%	40	38%
Reading	23	43%	22	64%	36	53%
Writing	17	82%	15	93%	34	76%
Global Studies	27	22%	17	6%	38	32%
U.S. Hist & Gov't	9	33%	14	43%	20	65%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	287	326	333	34	45	61
Number Scoring 55–100	253	289	280	19	29	33
Number Scoring 65–100	215	261	265	15	21	28
Number Scoring 85–100	84	145	121	1	7	4
Percentage of Tested Scoring 55–100	88%	89%	84%	56%	64%	54%
Percentage of Tested Scoring 65–100	75%	80%	80%	44%	47%	46%
Percentage of Tested Scoring 85–100	29%	44%	36%	3%	16%	7%
Mathematics A						
Number Tested	0	34	366	0	8	64
Number Scoring 55–100	0	21	274	0	5	23
Number Scoring 65–100	0	17	242	0	3	19
Number Scoring 85–100	0	1	53	0	0	2
Percentage of Tested Scoring 55–100	0%	62%	75%	0%	62%	36%
Percentage of Tested Scoring 65–100	0%	50%	66%	0%	38%	30%
Percentage of Tested Scoring 85–100	0%	3%	14%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	315	314	349	55	42	65
Number Scoring 55–100	306	299	301	49	35	35
Number Scoring 65–100	284	256	292	43	25	32
Number Scoring 85–100	143	78	115	3	4	3
Percentage of Tested Scoring 55–100	97%	95%	86%	89%	83%	54%
Percentage of Tested Scoring 65–100	90%	82%	84%	78%	60%	49%
Percentage of Tested Scoring 85–100	45%	25%	33%	5%	10%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	254	323	314	33	46	50
Number Scoring 55–100	233	302	296	26	34	37
Number Scoring 65–100	207	271	289	18	23	36
Number Scoring 85–100	112	111	126	4	4	10
Percentage of Tested Scoring 55–100	92%	93%	94%	79%	74%	74%
Percentage of Tested Scoring 65–100	81%	84%	92%	55%	50%	72%
Percentage of Tested Scoring 85–100	44%	34%	40%	12%	9%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	272	288	306	41	37	41
Number Scoring 55–100	267	281	291	39	32	34
Number Scoring 65–100	257	273	283	32	29	30
Number Scoring 85–100	77	106	111	3	6	3
Percentage of Tested Scoring 55–100	98%	98%	95%	95%	86%	83%
Percentage of Tested Scoring 65–100	94%	95%	92%	78%	78%	73%
Percentage of Tested Scoring 85–100	28%	37%	36%	7%	16%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	269	290	297	28	46	31
Number Scoring 55–100	257	283	289	22	43	29
Number Scoring 65–100	241	273	277	19	39	25
Number Scoring 85–100	128	121	135	8	4	4
Percentage of Tested Scoring 55–100	96%	98%	97%	79%	93%	94%
Percentage of Tested Scoring 65–100	90%	94%	93%	68%	85%	81%
Percentage of Tested Scoring 85–100	48%	42%	45%	29%	9%	13%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		175	203		8	17
Number Scoring 55–100		165	186		6	13
Number Scoring 65–100		125	143		5	9
Number Scoring 85–100		15	32		0	0
Percentage of Tested Scoring 55–100		94%	92%		75%	76%
Percentage of Tested Scoring 65–100		71%	70%		62%	53%
Percentage of Tested Scoring 85–100		9%	16%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	35	31	23	0	0	0
Number Scoring 55–100	34	30	23	0	0	0
Number Scoring 65–100	34	30	23	0	0	0
Number Scoring 85–100	19	13	10	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	42%	43%	0%	0%	0%
Comprehensive Italian						
Number Tested	17	17	33	0	1	1
Number Scoring 55–100	17	17	33	0	#	#
Number Scoring 65–100	17	17	33	0	#	#
Number Scoring 85–100	16	10	24	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	94%	59%	73%	0%	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	2	2	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	111	162	159	0	7	8
Number Scoring 55–100	111	161	159	0	7	8
Number Scoring 65–100	111	161	157	0	7	7
Number Scoring 85–100	99	140	114	0	5	4
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	0%	100%	88%
Percentage of Tested Scoring 85–100	89%	86%	72%	0%	71%	50%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	283	286	66	28	32	10
Number Scoring 55–100	228	224	39	19	20	4
Number Scoring 65–100	202	186	32	16	15	4
Number Scoring 85–100	92	55	4	3	2	0
Percentage of Tested Scoring 55–100	81%	78%	59%	68%	62%	40%
Percentage of Tested Scoring 65–100	71%	65%	48%	57%	47%	40%
Percentage of Tested Scoring 85–100	33%	19%	6%	11%	6%	0%
Sequential Mathematics, Course III						
Number Tested	166	178	184	8	6	16
Number Scoring 55–100	152	162	152	8	5	10
Number Scoring 65–100	140	152	142	8	5	9
Number Scoring 85–100	75	79	63	0	0	2
Percentage of Tested Scoring 55–100	92%	91%	83%	100%	83%	62%
Percentage of Tested Scoring 65–100	84%	85%	77%	100%	83%	56%
Percentage of Tested Scoring 85–100	45%	44%	34%	0%	0%	12%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	96%	35	97%	39	92%
Students with Disabilities	7	57%	17	82%	16	75%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	304	1%	3%	63%	33%
	Students with Disabilities	37	0%	3%	68%	30%
	All Students	341	1%	3%	63%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	302	2%	33%	51%	15%
	Students with Disabilities	44	16%	55%	27%	2%
	All Students	346	3%	36%	48%	13%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	258	258	258	57	57	57	315	315	315
Number Scoring 55–64	8	9	7	7	6	7	15	15	14
Number Scoring 65–84	105	136	132	27	23	29	132	159	161
Number Scoring 85–100	142	105	111	6	3	4	148	108	115
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)