



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **LONG BEACH CITY SCHOOL  
DISTRICT**  
District ID **280300010000**  
Superintendent **ROBERT GREENBERG**  
Telephone **(516) 897-2104**  
Grades **PK-12**

## This District's Report Card

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

### 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

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **LONG BEACH CITY SCHOOL DISTRICT**

## District Profile

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

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	229	203	211
Kindergarten	288	300	252
Grade 1	306	286	298
Grade 2	279	302	282
Grade 3	311	273	295
Grade 4	318	312	271
Grade 5	321	316	312
Grade 6	344	317	312
Ungraded Elementary	0	0	0
Grade 7	315	344	322
Grade 8	377	309	339
Grade 9	431	380	427
Grade 10	353	407	380
Grade 11	328	340	338
Grade 12	258	310	316
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>4229</b>	<b>4196</b>	<b>4144</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	21	20	20
<b>Grade 8</b>			
English	23	20	21
Mathematics	24	21	22
Science	25	23	22
Social Studies	24	21	22
<b>Grade 10</b>			
English	23	23	26
Mathematics	22	21	25
Science	23	20	20
Social Studies	19	23	23

### 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 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 district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### 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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	695	16%	730	17%	551	13%
Reduced-Price Lunch	211	5%	164	4%	176	4%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	328	8%	333	8%	263	6%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	515	12%	529	13%	548	13%
Hispanic or Latino	862	20%	861	21%	875	21%
Asian or Native Hawaiian/Other Pacific Islander	178	4%	167	4%	173	4%
White	2674	63%	2638	63%	2548	61%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		94%
Student Suspensions	300	N/A	311	7%	344	8%

## 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.

## Attendance and Suspensions Information

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

District **LONG BEACH CITY SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1026	1055	1328
Percent Not Taught by Highly Qualified Teachers	1%	0%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	2	1	2
Percentage of Total	1%	0%	1%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	49%	51%	58%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	371	369	350
Total Other Professional Staff	56	61	57
Total Paraprofessionals*	131	101	104
Assistant Principals	3	4	4
Principals	6	7	7

\* 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.

## 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](http://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](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

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:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

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.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

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

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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



District **LONG BEACH CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES

**2005–06**

YES

**2006–07**

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
<b>Other Groups</b>						
Students with Disabilities	✓	✓		✓ <sup>SH</sup>	✓ <sup>SH</sup>	
Limited English Proficient	✗	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |



District **LONG BEACH CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts


























**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1886:1813)			98%		177	119	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (258:243)			99%		153	115	
Hispanic or Latino (410:378)			96%		161	116	
Asian or Native Hawaiian/Other Pacific Islander (83:77)			99%		181	111	
White (1135:1115)			99%		188	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (202:190)			96%		117	114	
Limited English Proficient (117:65)			93%		149	110	
Economically Disadvantaged (530:494)			97%		156	117	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> For districts 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 districts 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.

<sup>4</sup> If the district 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 district 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.

#### AYP Status

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

District **LONG BEACH CITY SCHOOL DISTRICT**


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1877:1812)			99%		180	83	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (259:239)			98%		149	79	
Hispanic or Latino (405:385)			99%		168	80	
Asian or Native Hawaiian/Other Pacific Islander (79:77)			100%		186	75	
White (1134:1111)			99%		191	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (201:193)			98%		141	78	
Limited English Proficient (85:73)			100%		164	75	
Economically Disadvantaged (523:497)			99%		160	81	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.




<sup>2</sup> 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.

<sup>3</sup> For districts 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 districts 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.

<sup>4</sup> If the district 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 district 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.

#### AYP Status

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

District **LONG BEACH CITY SCHOOL DISTRICT**















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (624:596)		Qualified		98%		190	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (77:73)		Qualified		99%		171	100	
Hispanic or Latino (125:114)		Qualified		95%		184	100	
Asian or Native Hawaiian/Other Pacific Islander (22:22)		–	–	–	–	–	–	–
White (400:387)		Qualified		99%		195	100	
<b>Other Groups</b>								
Students with Disabilities (68:66)		Qualified		97%		168	100	
Limited English Proficient (32:28)		–	–	–	–	–	–	–
Economically Disadvantaged (155:148)		Qualified		99%		179	100	
<b>Final AYP Determination</b>	 1 of 1							

#### NOTES

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> 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.


#### AYP Status

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

District **LONG BEACH CITY SCHOOL DISTRICT**



















## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 6 of 6 Student groups making AYP in English Language Arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students</b> (310:306)			98%		182	148	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (30:38)		–	–		153	138	
Hispanic or Latino (62:58)			97%		166	141	
Asian or Native Hawaiian/Other Pacific Islander (15:15)	–	–	–	–	–	–	–
White (203:195)			98%		193	146	
<b>Other Groups</b>							
Students with Disabilities (50:56)			96%		138	141	119    144
Limited English Proficient (9:9)	–	–	–	–	–	–	–
Economically Disadvantaged (75:51)			96%		161	141	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade 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 the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

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

District **LONG BEACH CITY SCHOOL DISTRICT**



















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 6 of 6 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]




### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (310:306)			97%		175	140	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (30:38)		–	–		132	130	
Hispanic or Latino (120:58)			95%		157	133	
Asian or Native Hawaiian/Other Pacific Islander (15:15)	–	–	–	–	–	–	–
White (203:195)			98%		189	138	
<b>Other Groups</b>							
Students with Disabilities (50:56)			96%		132	133	124    139
Limited English Proficient (9:9)	–	–	–	–	–	–	–
Economically Disadvantaged (75:51)			95%		143	133	
<b>Final AYP Determination</b>	 6 of 6						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade 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 the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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

District **LONG BEACH CITY SCHOOL DISTRICT**







## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
<b>All Students</b> (290)			88%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (29)		–	–	–	–
Hispanic or Latino (51)			71%	55%	
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–	–
White (202)			93%	55%	
<b>Other Groups</b>					
Students with Disabilities (43)			65%	55%	
Limited English Proficient (13)		–	–	–	–
Economically Disadvantaged (27)		–	–	–	–
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **LONG BEACH CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

5 schools identified 83% of total

EAST ELEMENTARY SCHOOL  
LIDO ELEMENTARY SCHOOL  
LINDELL BOULEVARD SCHOOL  
LONG BEACH MIDDLE SCHOOL  
WEST ELEMENTARY SCHOOL

#### Requiring Academic Progress (Year 2)

1 school identified 17% of total

LONG BEACH SENIOR HIGH SCHOOL



District **LONG BEACH CITY SCHOOL DISTRICT**

## Summary of 2005–06 District 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
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	88%			281
Grade 4	93%			258
Grade 5	91%			297
Grade 6	74%			300
Grade 7	71%			305
Grade 8	71%			328
<b>Mathematics</b>				
Grade 3	95%			294
Grade 4	96%			275
Grade 5	90%			310
Grade 6	78%			310
Grade 7	66%			319
Grade 8	77%			340
<b>Science</b>				
Grade 4	100%			271
Grade 8	83%			339

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	83%			320
Mathematics	81%			320

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	77%			320

### 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](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 691	Range: 616-780	650-780	730-780			
Number of Students:	275	247	45			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>281</b>	<b>98%</b>	<b>88%</b>	<b>16%</b>				
Female	141	99%	93%	19%				
Male	140	97%	83%	13%				
American Indian or Alaska Native								
Black or African American	42	98%	76%	5%				
Hispanic or Latino	40	93%	75%	8%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	80%	20%				
White	189	99%	94%	20%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	257	100%	91%	17%				
Students with Disabilities	24	79%	58%	4%				
English Proficient	281	98%	88%	16%				
Limited English Proficient								
Economically Disadvantaged	77	92%	75%	8%				
Not Disadvantaged	204	100%	93%	19%				
Migrant								
Not Migrant	281	98%	88%	16%				

### 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):			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	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	14	11	9	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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 706	Range: 624-770	650-770	703-770			
	99%	95%	51%	94%	81%	25%
Number of Students:	290	279	149			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>294</b>	<b>99%</b>	<b>95%</b>	<b>51%</b>				
Female	147	99%	95%	54%				
Male	147	98%	95%	48%				
American Indian or Alaska Native								
Black or African American	44	98%	89%	23%				
Hispanic or Latino	51	96%	84%	22%				
Asian or Native Hawaiian/Other Pacific Islander	10	90%	90%	70%				
White	189	100%	99%	64%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	267	100%	97%	54%				
Students with Disabilities	27	89%	74%	19%				
English Proficient	280	99%	95%	52%				
Limited English Proficient	14	93%	86%	21%				
Economically Disadvantaged	85	95%	85%	28%				
Not Disadvantaged	209	100%	99%	60%				
Migrant								
Not Migrant	294	99%	95%	51%				

### 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):			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	2	–	–	–	This test was not given in 2004-05.			

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 695	612-775	650-775	716-775			
	97%	93%	29%	91%	69%	9%
Number of Students:	251	239	76			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>258</b>	<b>97%</b>	<b>93%</b>	<b>29%</b>				
Female	136	98%	95%	39%				
Male	122	97%	90%	19%				
American Indian or Alaska Native								
Black or African American	31	97%	84%	23%				
Hispanic or Latino	48	92%	81%	17%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	100%	31%				
White	166	99%	97%	34%				
Small Group Totals								
General-Education Students	229	99%	96%	33%				
Students with Disabilities	29	83%	66%	3%				
English Proficient	257	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	64	92%	80%	16%				
Not Disadvantaged	194	99%	97%	34%				
Migrant								
Not Migrant	258	97%	93%	29%				

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):			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	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	18	16	14	N/A	18	10	9	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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 707	Range: 622-800	650-800	702-800			
	99%	96%	52%	93%	78%	26%
Number of Students:	273	264	143			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>275</b>	<b>99%</b>	<b>96%</b>	<b>52%</b>				
Female	143	99%	94%	57%				
Male	132	99%	98%	46%				
American Indian or Alaska Native								
Black or African American	31	100%	97%	39%				
Hispanic or Latino	63	98%	87%	30%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	86%				
White	167	99%	99%	60%				
Small Group Totals								
General-Education Students	245	99%	96%	54%				
Students with Disabilities	30	100%	93%	37%				
English Proficient	257	100%	97%	55%				
Limited English Proficient	18	94%	78%	11%				
Economically Disadvantaged	77	99%	92%	35%				
Not Disadvantaged	198	99%	97%	59%				
Migrant								
Not Migrant	275	99%	96%	52%				

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

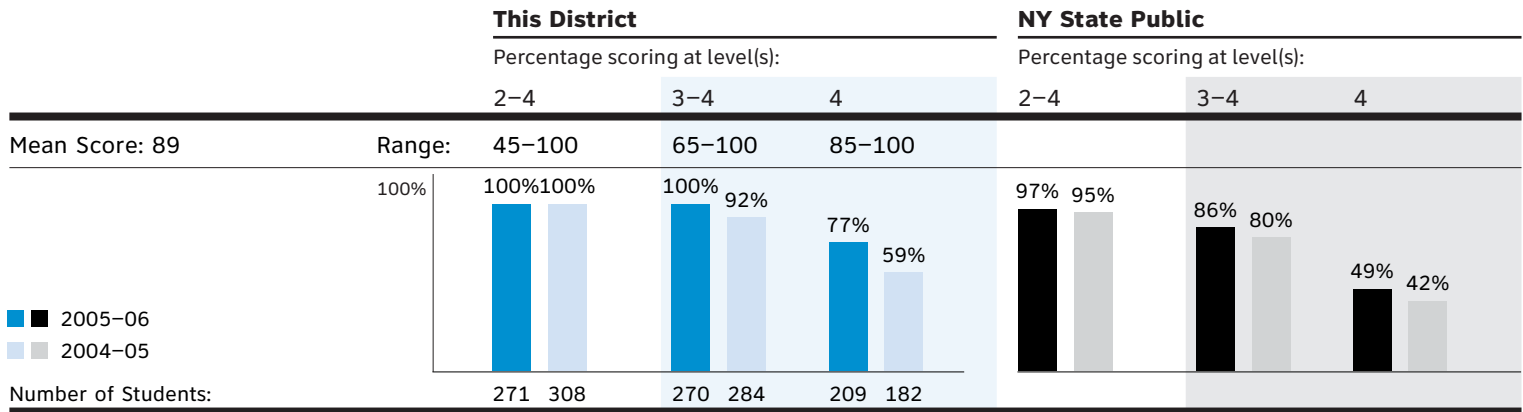
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	2	-	-	-	1	-	-	-

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>271</b>	<b>100%</b>	<b>100%</b>	<b>77%</b>	<b>309</b>	<b>100%</b>	<b>92%</b>	<b>59%</b>
Female	142	100%	99%	80%	137	100%	91%	53%
Male	129	100%	100%	74%	172	99%	92%	63%
American Indian or Alaska Native								
Black or African American	31	100%	100%	61%	41	100%	78%	41%
Hispanic or Latino	60	100%	98%	60%	74	100%	85%	43%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	86%	14	93%	86%	57%
White	166	100%	100%	86%	180	100%	98%	69%
<b>Small Group Totals</b>								
General-Education Students	242	100%	100%	79%	284	100%	93%	62%
Students with Disabilities	29	100%	100%	59%	25	96%	84%	28%
English Proficient	253	100%	100%	80%	291	100%	94%	62%
Limited English Proficient	18	100%	94%	39%	18	100%	61%	17%
Economically Disadvantaged	75	100%	100%	61%	76	99%	78%	45%
Not Disadvantaged	196	100%	99%	83%	233	100%	97%	64%
Migrant								
Not Migrant	271	100%	100%	77%	309	100%	92%	59%

### 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.

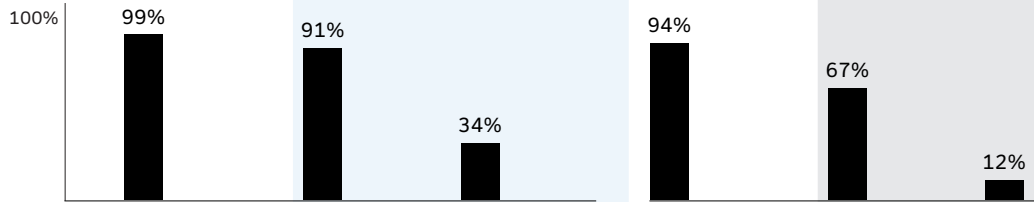
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			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	2	–	–	–	1	–	–	–

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 691	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	294	270	100	294	270	100



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>297</b>	<b>99%</b>	<b>91%</b>	<b>34%</b>				
Female	130	100%	94%	31%				
Male	167	98%	89%	36%				
American Indian or Alaska Native								
Black or African American	45	100%	80%	13%				
Hispanic or Latino	66	97%	83%	32%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	25%				
White	174	99%	96%	40%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	266	100%	93%	35%				
Students with Disabilities	31	94%	71%	19%				
English Proficient	297	99%	91%	34%				
Limited English Proficient								
Economically Disadvantaged	76	99%	88%	25%				
Not Disadvantaged	221	99%	92%	37%				
Migrant								
Not Migrant	297	99%	91%	34%				

### 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

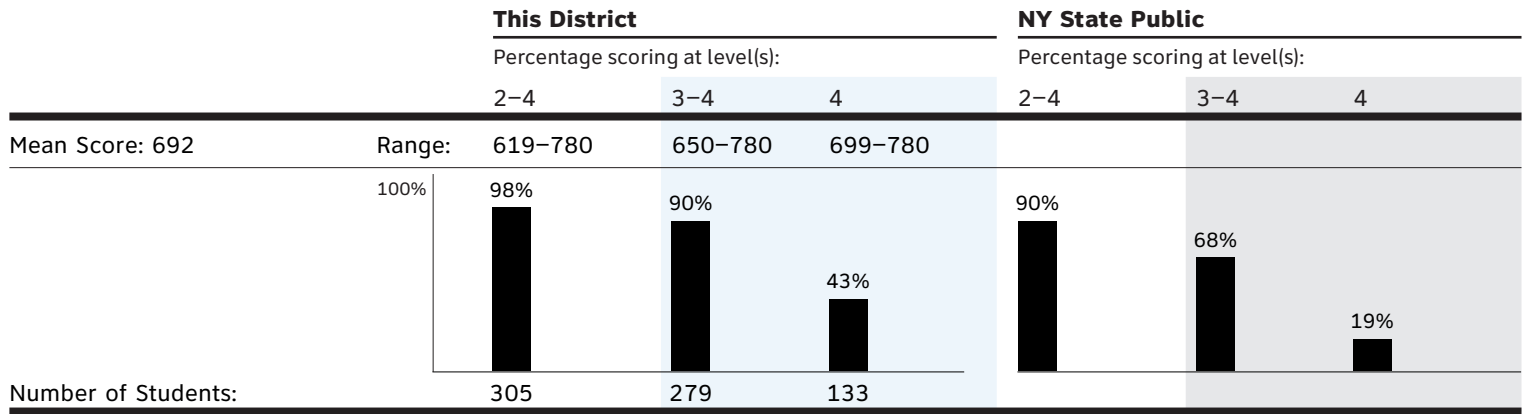
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	12	10	10	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.



District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>310</b>	<b>98%</b>	<b>90%</b>	<b>43%</b>				
Female	137	99%	92%	41%				
Male	173	98%	88%	45%				
American Indian or Alaska Native								
Black or African American	45	98%	73%	18%				
Hispanic or Latino	77	97%	91%	36%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	42%				
White	176	99%	93%	52%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	276	99%	91%	45%				
Students with Disabilities	34	94%	79%	26%				
English Proficient	297	98%	90%	43%				
Limited English Proficient	13	100%	100%	46%				
Economically Disadvantaged	88	99%	89%	35%				
Not Disadvantaged	222	98%	91%	46%				
Migrant								
Not Migrant	310	98%	90%	43%				

### 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):			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	0				This test was not given in 2004-05.			

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	598-785	650-785	705-785			
	96%	74%	25%	93%	60%	12%
Number of Students:	288	221	75			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>300</b>	<b>96%</b>	<b>74%</b>	<b>25%</b>				
Female	143	97%	77%	27%				
Male	157	95%	71%	23%				
American Indian or Alaska Native								
Black or African American	39	90%	41%	3%				
Hispanic or Latino	59	90%	56%	12%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	67%	22%				
White	184	99%	87%	34%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	264	100%	80%	28%				
Students with Disabilities	36	69%	28%	0%				
English Proficient	300	96%	74%	25%				
Limited English Proficient								
Economically Disadvantaged	83	89%	54%	11%				
Not Disadvantaged	217	99%	81%	30%				
Migrant								
Not Migrant	300	96%	74%	25%				

### 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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	7	5	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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 672	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	291	242	72			

Performance Level	This District (%)	NY State Public (%)
2-4	94%	87%
3-4	78%	60%
4	23%	13%

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>310</b>	<b>94%</b>	<b>78%</b>	<b>23%</b>				
Female	148	95%	78%	26%				
Male	162	93%	78%	21%				
American Indian or Alaska Native								
Black or African American	40	75%	28%	3%				
Hispanic or Latino	69	90%	65%	7%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	78%	28%				
White	183	99%	94%	33%				
Small Group Totals								
General-Education Students	270	97%	84%	26%				
Students with Disabilities	40	73%	40%	8%				
English Proficient	300	94%	80%	24%				
Limited English Proficient	10	80%	30%	0%				
Economically Disadvantaged	92	87%	51%	5%				
Not Disadvantaged	218	97%	89%	31%				
Migrant								
Not Migrant	310	94%	78%	23%				

This test was not given in 2004-05.

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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 6 Equivalent	2	–	–	–				

This test was not given in 2004-05.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 667	Range: 600-790			650-790 712-790		
Number of Students:	301	217	44			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>305</b>	<b>99%</b>	<b>71%</b>	<b>14%</b>				
Female	160	99%	76%	16%				
Male	145	98%	66%	12%				
American Indian or Alaska Native								
Black or African American	48	96%	44%	0%				
Hispanic or Latino	65	98%	58%	8%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	29%				
White	178	99%	83%	20%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	282	99%	76%	16%				
Students with Disabilities	23	96%	13%	0%				
English Proficient	305	99%	71%	14%				
Limited English Proficient								
Economically Disadvantaged	86	98%	45%	5%				
Not Disadvantaged	219	99%	81%	18%				
Migrant								
Not Migrant	305	99%	71%	14%				

### NOTES

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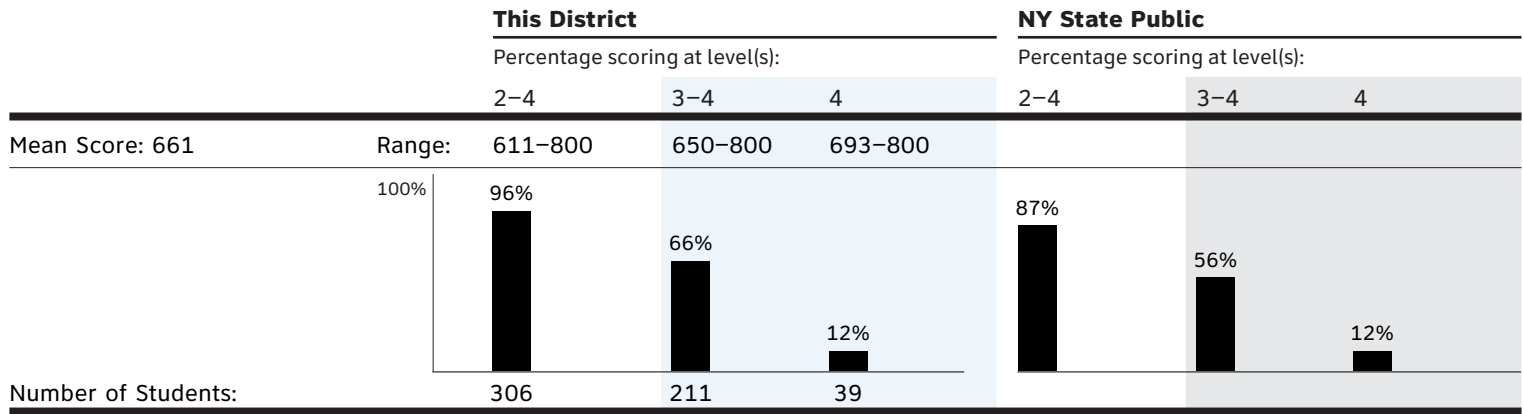
## Other Assessments

	2005-06 School Year				2004-05 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 7 Equivalent	5	5	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	14	11	9	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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>319</b>	<b>96%</b>	<b>66%</b>	<b>12%</b>				
Female	167	95%	70%	11%				
Male	152	97%	62%	13%				
American Indian or Alaska Native								
Black or African American	49	94%	33%	2%				
Hispanic or Latino	77	95%	45%	4%				
Asian or Native Hawaiian/Other Pacific Islander	17	100%	76%	24%				
White	176	97%	84%	18%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	293	97%	69%	13%				
Students with Disabilities	26	88%	38%	4%				
English Proficient	303	96%	68%	13%				
Limited English Proficient	16	100%	31%	0%				
Economically Disadvantaged	100	93%	41%	3%				
Not Disadvantaged	219	97%	78%	16%				
Migrant								
Not Migrant	319	96%	66%	12%				

### NOTES

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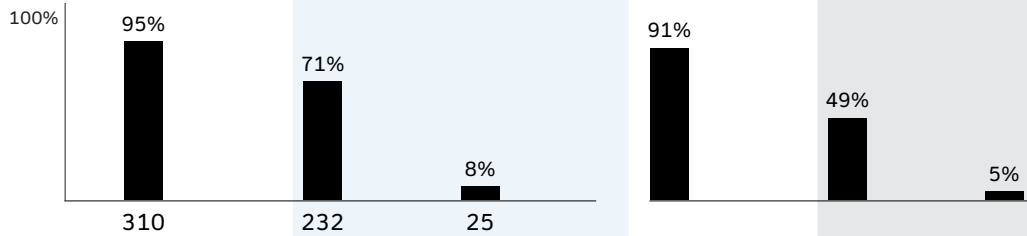
## Other Assessments

	2005-06 School Year				2004-05 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 7 Equivalent	5	4	4	3	This test was not given in 2004-05.			

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	310	232	25	91%	49%	5%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>328</b>	<b>95%</b>	<b>71%</b>	<b>8%</b>				
Female	155	97%	76%	10%				
Male	173	92%	66%	6%				
American Indian or Alaska Native								
Black or African American	46	83%	33%	2%				
Hispanic or Latino	51	92%	55%	2%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%				
White	224	97%	82%	10%				
Small Group Totals								
General-Education Students	289	97%	80%	9%				
Students with Disabilities	39	79%	3%	0%				
English Proficient	327	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	70	90%	43%	3%				
Not Disadvantaged	258	96%	78%	9%				
Migrant								
Not Migrant	328	95%	71%	8%				

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.

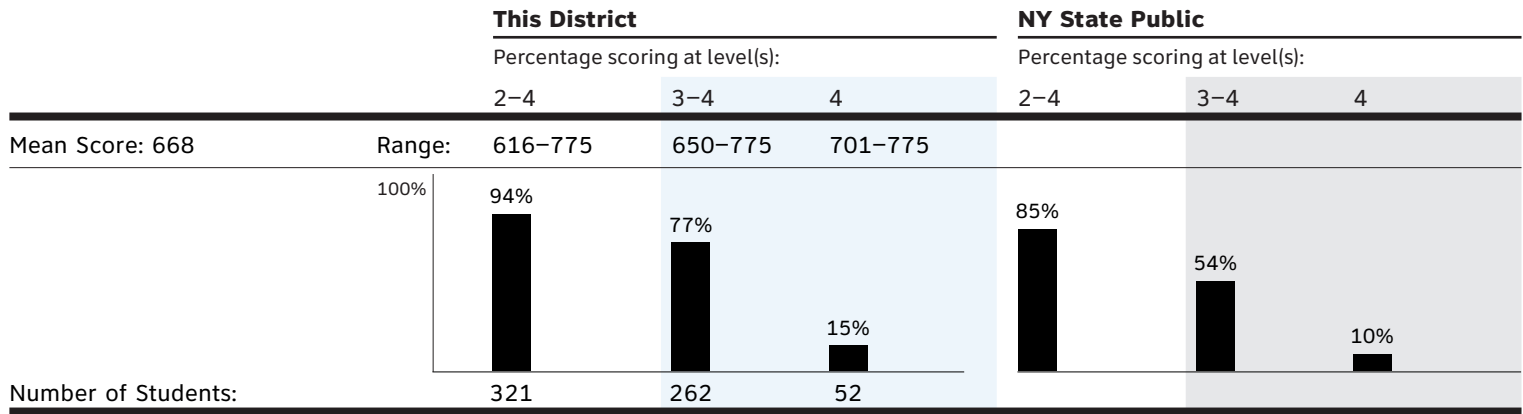
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	8	7	N/A	13	11	11	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.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>340</b>	<b>94%</b>	<b>77%</b>	<b>15%</b>				
Female	165	95%	78%	15%				
Male	175	94%	76%	16%				
American Indian or Alaska Native								
Black or African American	45	80%	40%	0%				
Hispanic or Latino	61	92%	67%	7%				
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	38%				
White	226	98%	87%	20%				
Small Group Totals								
General-Education Students	300	98%	84%	17%				
Students with Disabilities	40	70%	25%	3%				
English Proficient	326	94%	76%	16%				
Limited English Proficient	14	100%	100%	0%				
Economically Disadvantaged	78	83%	51%	4%				
Not Disadvantaged	262	98%	85%	19%				
Migrant								
Not Migrant	340	94%	77%	15%				

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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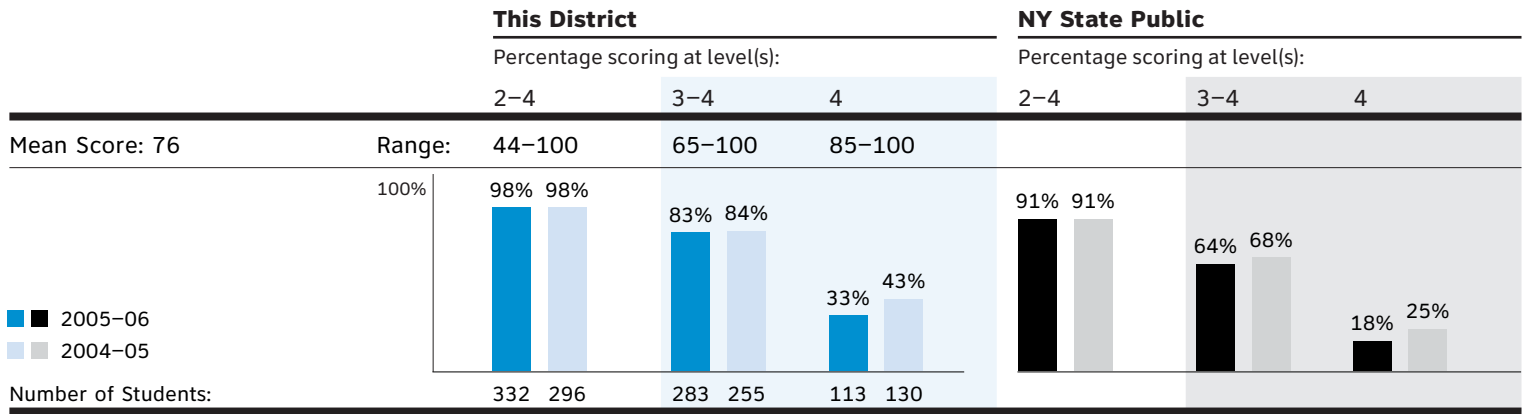
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			



District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>339</b>	<b>98%</b>	<b>83%</b>	<b>33%</b>	<b>302</b>	<b>98%</b>	<b>84%</b>	<b>43%</b>
Female	165	98%	83%	28%	146	97%	83%	38%
Male	174	98%	84%	39%	156	99%	86%	47%
American Indian or Alaska Native								
Black or African American	45	96%	56%	7%	34	91%	56%	6%
Hispanic or Latino	59	97%	71%	24%	66	98%	73%	29%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	38%	15	100%	80%	53%
White	227	99%	93%	41%	187	99%	94%	54%
Small Group Totals								
General-Education Students	302	98%	88%	37%	258	99%	88%	48%
Students with Disabilities	37	95%	49%	3%	44	91%	61%	14%
English Proficient	325	98%	85%	34%	289	98%	86%	44%
Limited English Proficient	14	100%	50%	7%	13	100%	54%	15%
Economically Disadvantaged	78	96%	64%	15%	62	94%	69%	21%
Not Disadvantaged	261	98%	89%	39%	240	99%	88%	49%
Migrant								
Not Migrant	339	98%	83%	33%	302	98%	84%	43%

### 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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

District **LONG BEACH CITY SCHOOL DISTRICT**

## 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 District

Percentage scoring at level(s):

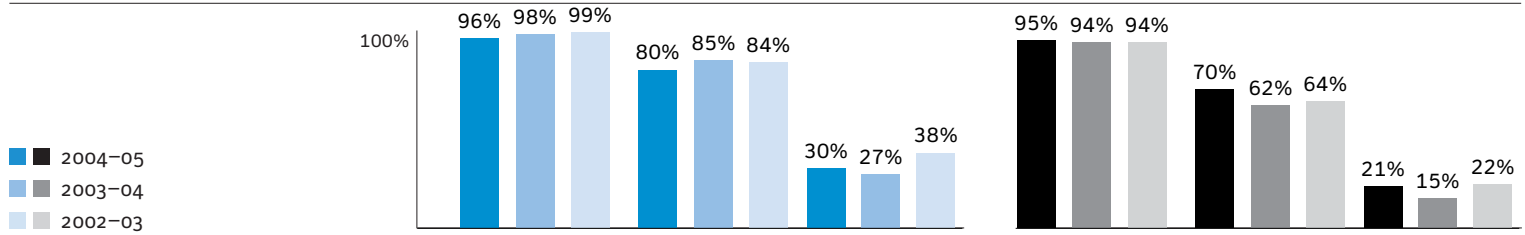
2-4                      3-4                      4

Range: 603-800                      645-800                      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	13	46	145	89	293	677
Feb 2004	7	39	176	81	303	673
Feb 2003	2	45	138	111	296	682

### Grade 8

#### This School

Percentage scoring at level(s):

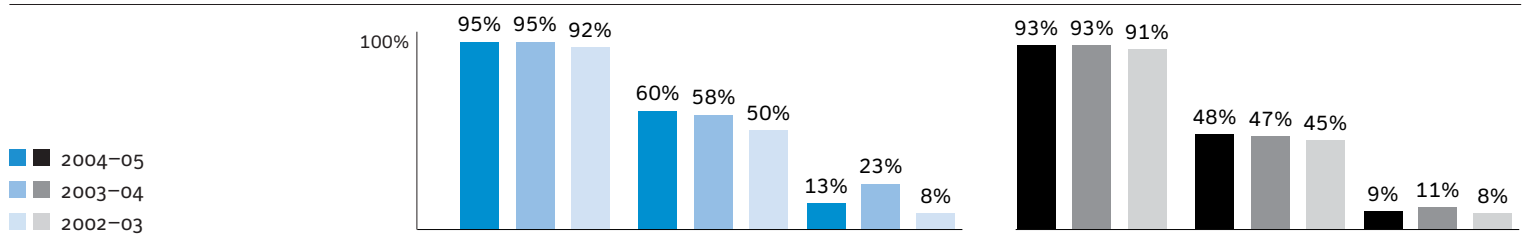
2-4                      3-4                      4

Range: 658-830                      697-830                      737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	14	103	140	38	295	705
Jan 2004	20	136	133	84	373	708
Jan 2003	26	145	143	27	341	697

District **LONG BEACH CITY SCHOOL DISTRICT**

## 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 District

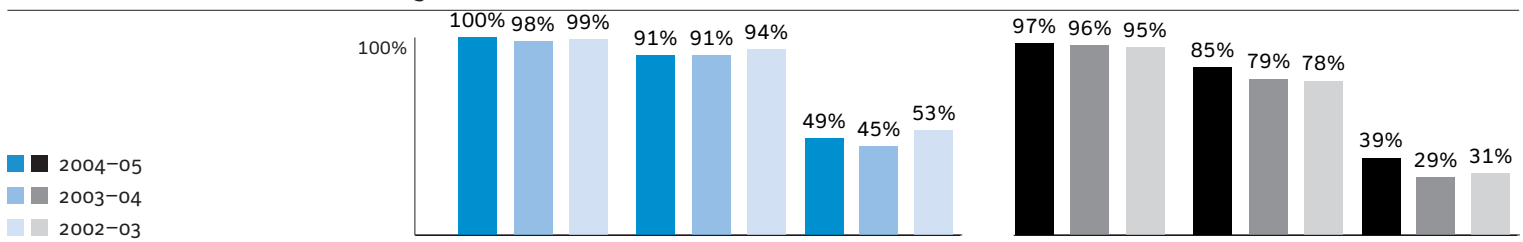
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 602-810      637-810      678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	1	28	130	151	310	680
May 2004	5	23	150	145	323	676
May 2003	2	17	131	170	320	677

### Grade 8

#### This School

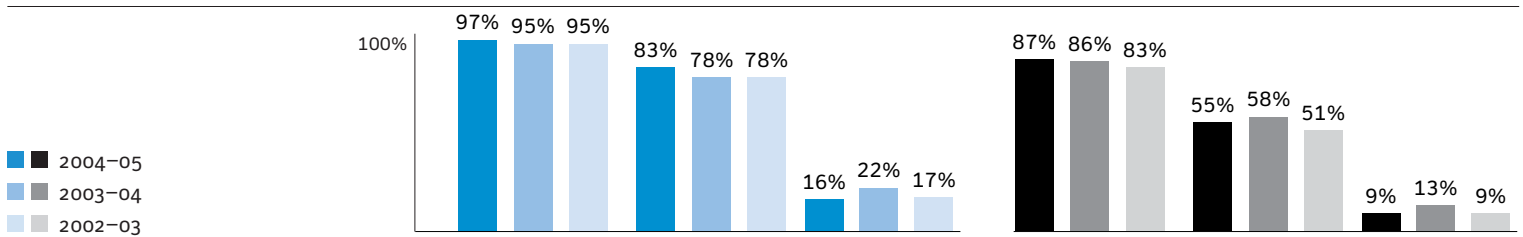
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 681-882      716-882      760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	8	43	204	50	305	736
May 2004	17	65	213	82	377	735
May 2003	17	60	220	61	358	732

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

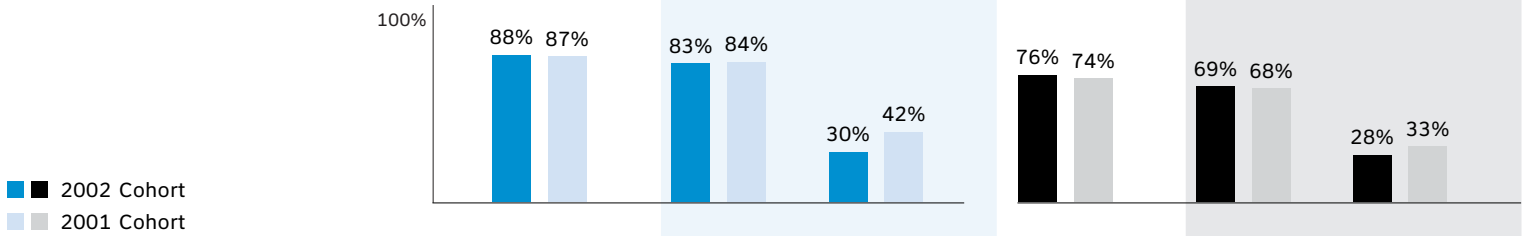
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>320</b>	<b>88%</b>	<b>83%</b>	<b>30%</b>	<b>310</b>	<b>87%</b>	<b>84%</b>	<b>42%</b>
Female	153	90%	87%	39%	167	89%	86%	44%
Male	167	87%	80%	23%	143	85%	80%	38%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	40	73%	55%	8%	34	68%	59%	3%
Hispanic or Latino	62	79%	74%	15%	58	71%	67%	14%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	80%	27%	9	89%	89%	44%
White	203	95%	92%	40%	209	95%	92%	56%
Small Group Totals								
General-Education Students	258	96%	91%	38%	258	94%	91%	48%
Students with Disabilities	62	56%	52%	0%	52	52%	44%	10%
English Proficient	310	89%	84%	31%	297	88%	84%	43%
Limited English Proficient	10	80%	70%	0%	13	77%	69%	8%
Economically Disadvantaged	53	75%	68%	9%	-	-	-	-
Not Disadvantaged	267	91%	86%	34%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	320	88%	83%	30%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **LONG BEACH CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

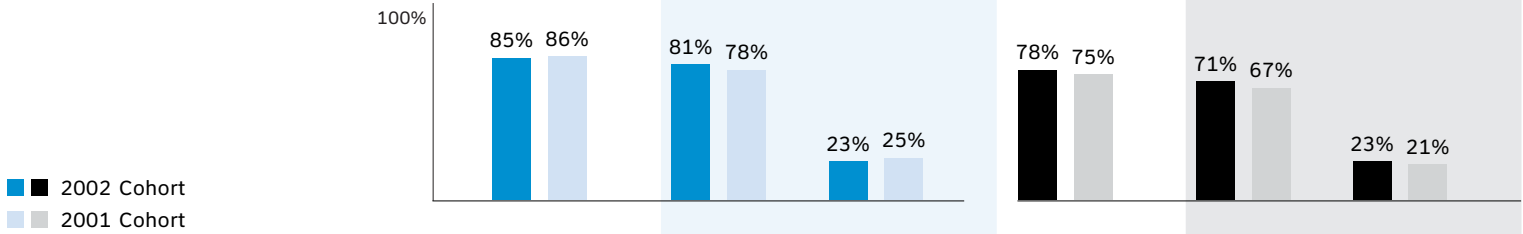
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>320</b>	<b>85%</b>	<b>81%</b>	<b>23%</b>	<b>310</b>	<b>86%</b>	<b>78%</b>	<b>25%</b>
Female	153	88%	82%	25%	167	88%	78%	23%
Male	167	83%	79%	21%	143	84%	78%	27%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	40	65%	50%	5%	34	68%	47%	6%
Hispanic or Latino	62	71%	71%	10%	58	74%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	15	93%	80%	20%	9	89%	89%	44%
White	203	93%	90%	31%	209	92%	86%	33%
Small Group Totals								
General-Education Students	258	92%	89%	27%	258	94%	86%	28%
Students with Disabilities	62	58%	47%	5%	52	48%	35%	12%
English Proficient	310	86%	81%	23%	297	87%	78%	26%
Limited English Proficient	10	70%	70%	10%	13	77%	62%	8%
Economically Disadvantaged	53	68%	60%	8%	-	-	-	-
Not Disadvantaged	267	89%	85%	26%	-	-	-	-
Migrant	-	-	-	-	-	-	-	-
Not Migrant	320	85%	81%	23%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	0

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

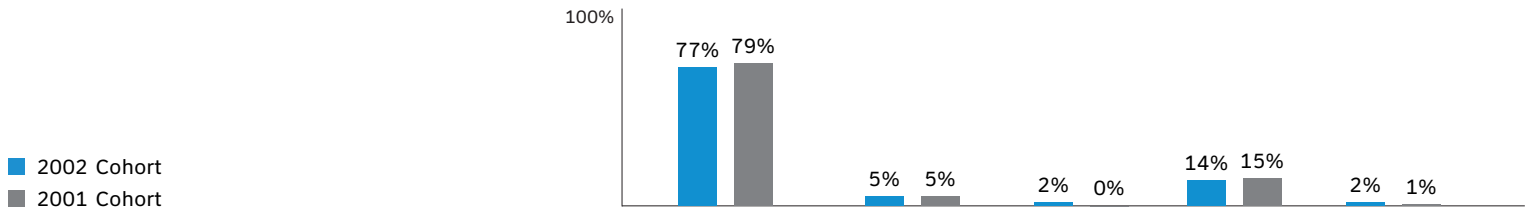
District **LONG BEACH CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>320</b>	<b>77%</b>	<b>5%</b>	<b>2%</b>	<b>14%</b>	<b>2%</b>
	<b>2001</b>	<b>310</b>	<b>79%</b>	<b>5%</b>	<b>0%</b>	<b>15%</b>	<b>1%</b>
Female	2002	153	80%	5%	1%	12%	3%
	2001	167	81%	5%	0%	13%	1%
Male	2002	167	74%	5%	2%	17%	2%
	2001	143	76%	6%	1%	17%	1%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	40	50%	15%	8%	28%	0%
	2001	34	53%	24%	0%	24%	0%
Hispanic or Latino	2002	62	56%	11%	2%	27%	3%
	2001	58	53%	7%	0%	34%	5%
Asian or Native Hawaiian/Other Pacific Islander	2002	15	87%	7%	0%	7%	0%
White	2002	203	88%	1%	0%	8%	2%
	2001	209	89%	2%	0%	8%	0%
<b>Small Group Totals</b>							
General-Education Students	2002	258	83%	0%	2%	14%	2%
	2001	258	84%	0%	0%	14%	1%
Students with Disabilities	2002	62	53%	26%	2%	15%	5%
	2001	52	50%	31%	0%	19%	0%
English Proficient	2002	310	77%	5%	2%	14%	2%
	2001	297	80%	5%	0%	14%	0%
Limited English Proficient	2002	10	70%	0%	0%	20%	10%
	2001	13	54%	0%	0%	31%	15%
Economically Disadvantaged	2002	53	58%	19%	0%	21%	2%
	2001	53	58%	19%	0%	21%	2%
Not Disadvantaged	2002	267	81%	2%	2%	13%	2%
	2001	267	81%	2%	2%	13%	2%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	320	77%	5%	2%	14%	2%

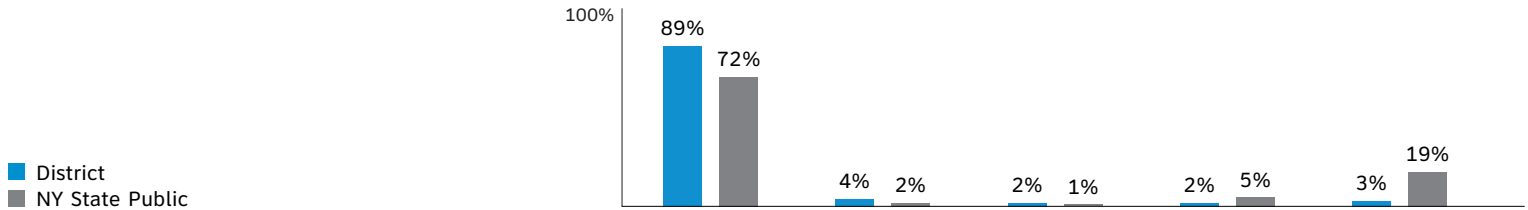
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District **LONG BEACH CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>312</b>	<b>89%</b>	<b>4%</b>	<b>2%</b>	<b>2%</b>	<b>3%</b>
Female	165	93%	3%	1%	1%	3%
Male	147	85%	5%	3%	3%	3%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	33	76%	15%	0%	3%	6%
Hispanic or Latino	59	75%	5%	5%	5%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	0%	0%	0%	0%
White	211	95%	2%	1%	1%	1%
<b>Small Group Totals</b>						
General-Education Students	264	93%	0%	1%	2%	3%
Students with Disabilities	48	67%	25%	4%	2%	2%
English Proficient	299	90%	4%	1%	2%	3%
Limited English Proficient	13	69%	0%	8%	8%	15%
Economically Disadvantaged	31	74%	10%	0%	6%	10%
Not Disadvantaged	281	91%	4%	2%	1%	2%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	312	89%	4%	2%	2%	3%

### NOTES

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