



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **LONG BEACH CITY SCHOOL
DISTRICT**
District ID **28-03-00-01-0000**
Superintendent **ROBERT GREENBERG**
Telephone **(516) 897-2104**
Grades **K-12, UE, US**

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 2008–09 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 ID 28-03-00-01-0000

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

	2005-06	2006-07	2007-08
Pre-K	211	0	0
Kindergarten	252	265	252
Grade 1	298	259	252
Grade 2	282	295	278
Grade 3	295	286	303
Grade 4	271	281	287
Grade 5	312	262	277
Grade 6	312	298	261
Ungraded Elementary	0	7	6
Grade 7	322	311	301
Grade 8	339	318	318
Grade 9	427	341	304
Grade 10	380	394	389
Grade 11	338	373	320
Grade 12	316	315	354
Ungraded Secondary	0	7	12
Total K-12	4144	4012	3914

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	20	20
Grade 8			
English	21	19	20
Mathematics	22	20	21
Science	22	22	20
Social Studies	22	19	19
Grade 10			
English	26	22	24
Mathematics	25	24	23
Science	20	20	20
Social Studies	23	23	22

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

District ID 28-03-00-01-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	551	13%	589	15%	722	18%
Reduced-Price Lunch	176	4%	170	4%	244	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	263	6%	200	5%	182	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	548	13%	550	14%	520	13%
Hispanic or Latino	875	21%	791	20%	809	21%
Asian or Native Hawaiian/Other Pacific Islander	173	4%	164	4%	167	4%
White	2548	61%	2506	62%	2417	62%
Multiracial**	N/A	N/A	0	0%	1	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		93%
Student Suspensions	344	8%	357	9%	407	10%

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

District ID 28-03-00-01-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	363	353	378
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	6%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	58%	59%	58%
Total Number of Core Classes	1328	1049	1082
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	1350	1414	1418
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	15%	16%
Turnover Rate of All Teachers	11%	11%	11%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	57	58	49
Total Paraprofessionals*	104	99	116
Assistant Principals	4	5	5
Principals	7	7	7

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

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

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. 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 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 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 AMO's for each grade level 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.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008–09)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				—	—	
Economically Disadvantaged						
Student groups making AYP in each subject	8 of 8	8 of 8	1 of 1	4 of 6	4 of 6	1 of 1


AYP Status


- Made AYP
- 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) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (1759:1717)			99%		179	130	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (236:229)			99%		155	126	
Hispanic or Latino (371:352)			99%		166	127	
Asian or Native Hawaiian/Other Pacific Islander (78:78)			100%		181	122	
White (1074:1058)			99%		188	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (244:232)			96%		130	126	
Limited English Proficient ⁵ (63:100)			100%		151	123	
Economically Disadvantaged (472:454)			99%		161	128	
Final AYP Determination		8 of 8					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.


⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (1756:1714)			99%		188	99	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (232:225)			99%		170	95	
Hispanic or Latino (373:355)			99%		181	96	
Asian or Native Hawaiian/Other Pacific Islander (79:78)			100%		196	91	
White (1072:1056)			100%		193	99	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (241:234)			98%		154	95	
Limited English Proficient ⁵ (64:106)			100%		175	92	
Economically Disadvantaged (471:455)			100%		179	97	
Final AYP Determination	 8 of 8						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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
















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (604:582)		Qualified		99%		190	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (74:68)		Qualified		95%		171	100	
Hispanic or Latino (131:121)		Qualified		99%		179	100	
Asian or Native Hawaiian/Other Pacific Islander (32:31)		Qualified	—	—		197	100	
White (367:362)		Qualified		99%		198	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (89:82)		Qualified		94%		171	100	
Limited English Proficient ⁴ (21:16)		—	—	—	—	—	—	—
Economically Disadvantaged (157:148)		Qualified		99%		178	100	
Final AYP Determination		1 of 1						

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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




















Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 4 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (392:365)			97%		178	159	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (44:41)			98%		134	150	150 141
Hispanic or Latino (67:65)			99%		175	153	
Asian or Native Hawaiian/Other Pacific Islander (15:12)	—	—	—	—	—	—	—
White (266:247)			96%		185	158	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (94:65)			90%		129	153	138 [‡] 136
Limited English Proficient ⁴ (15:12)	—	—	—	—	—	—	—
Economically Disadvantaged (54:57)			98%		161	152	
Final AYP Determination		4 of 6					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


[‡] 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




















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 4 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (392:365)			97%		179	153	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (44:41)			100%		137	144	144 143
Hispanic or Latino (67:65)			96%		174	147	
Asian or Native Hawaiian/Other Pacific Islander (15:12)	—	—	—	—	—	—	—
White (266:247)			97%		186	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (94:65)			93%		142	147	146 [‡] 148
Limited English Proficient ⁴ (15:12)	—	—	—	—	—	—	—
Economically Disadvantaged (54:57)			98%		160	146	
Final AYP Determination		4 of 6					

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

[‡] 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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2007–08	2008–09
All Students (362)			79%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (39)			64%	55%	
Hispanic or Latino (74)			62%	55%	
Asian or Native Hawaiian/Other Pacific Islander (15)	–		–	–	
White (234)			87%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (46)			54%	55%	55%
Limited English Proficient ³ (8)		–	–	–	
Economically Disadvantaged (43)			70%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **LONG BEACH CITY SCHOOL DISTRICT**

District ID **28-03-00-01-0000**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

Federal Title I Status

Good Standing

4 schools identified 67% of total

EAST ELEMENTARY SCHOOL
LIDO ELEMENTARY SCHOOL
LINDELL BOULEVARD SCHOOL
WEST ELEMENTARY SCHOOL

New York State Status

Good Standing

1 school identified 17% of total

LONG BEACH MIDDLE SCHOOL

Requiring Academic Progress (Year 4)

1 school identified 17% of total

LONG BEACH SENIOR HIGH SCHOOL

District LONG BEACH CITY SCHOOL DISTRICT

District ID 28-03-00-01-0000

Summary of 2007–08 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%	
English Language Arts				
Grade 3	84%			295
Grade 4	83%			281
Grade 5	90%			281
Grade 6	79%			257
Grade 7	77%			299
Grade 8	71%			315
Mathematics				
Grade 3	96%			293
Grade 4	92%			282
Grade 5	91%			285
Grade 6	92%			257
Grade 7	87%			300
Grade 8	83%			321
Science				
Grade 4	92%			280
Grade 8	91%			315

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	82%			385
Mathematics	82%			385

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

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

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

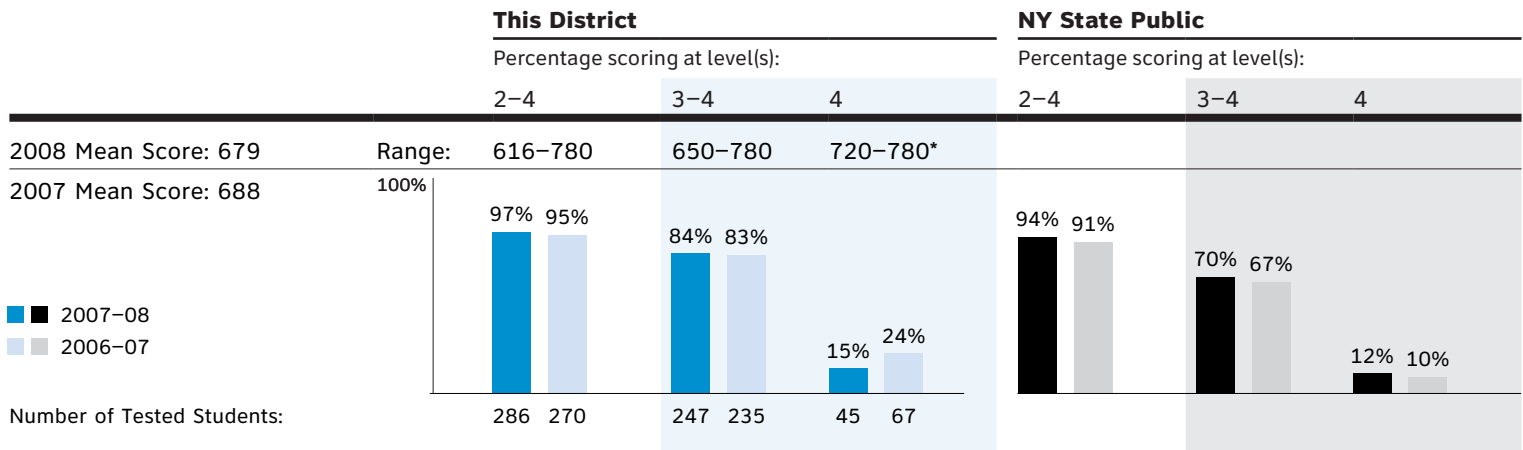
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	295	97%	84%	15%	283	95%	83%	24%
Female	140	99%	86%	17%	133	98%	85%	27%
Male	155	95%	81%	14%	150	93%	81%	21%
American Indian or Alaska Native								
Black or African American	41	93%	66%	2%	33	91%	67%	6%
Hispanic or Latino	66	95%	79%	3%	57	91%	72%	12%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	30%	13	100%	85%	8%
White	178	98%	89%	22%	180	97%	89%	32%
Multiracial								
Small Group Totals								
General-Education Students	258	100%	90%	17%	249	98%	87%	25%
Students with Disabilities	37	76%	43%	3%	34	74%	56%	12%
English Proficient	283	97%	85%	16%	276	96%	84%	24%
Limited English Proficient	12	92%	50%	0%	7	71%	29%	14%
Economically Disadvantaged	86	95%	69%	5%	85	91%	67%	16%
Not Disadvantaged	209	98%	90%	20%	198	97%	90%	27%
Migrant								
Not Migrant	295	97%	84%	15%	283	95%	83%	24%

NOTES

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

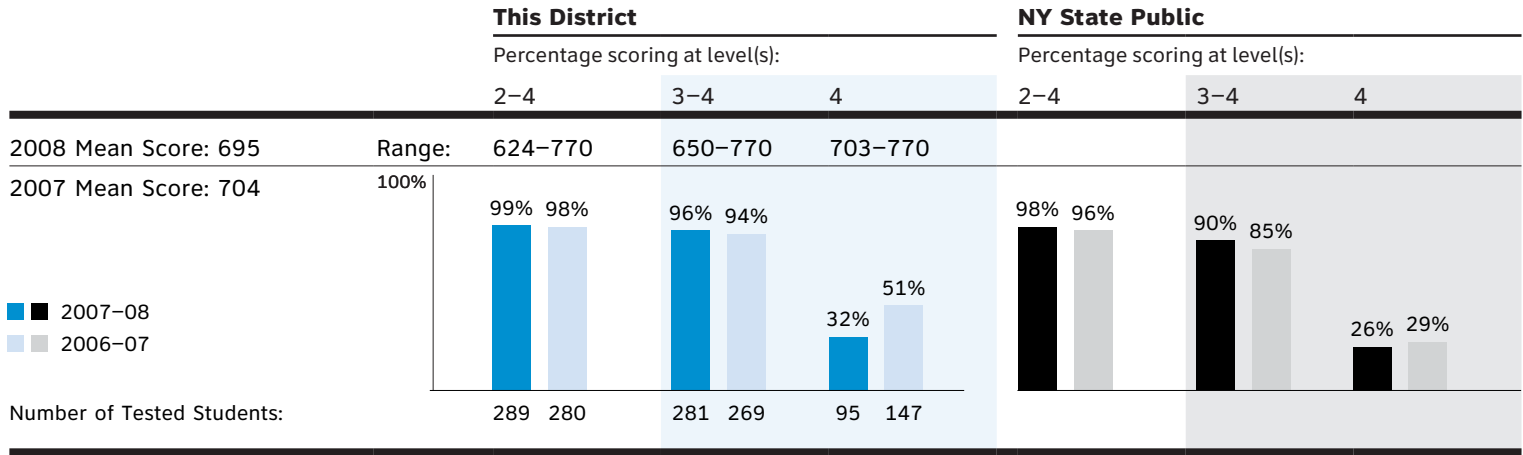
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	293	99%	96%	32%	287	98%	94%	51%
Female	139	100%	99%	34%	136	99%	93%	52%
Male	154	97%	94%	31%	151	97%	94%	50%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	39	97%	90%	5%	33	97%	85%	15%
Hispanic or Latino	65	97%	94%	17%	58	97%	86%	31%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	20%	14	100%	100%	64%
White	179	99%	98%	45%	182	98%	97%	63%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	255	100%	100%	37%	251	100%	97%	54%
Students with Disabilities	38	89%	68%	3%	36	81%	72%	33%
English Proficient	281	99%	96%	34%	277	97%	94%	52%
Limited English Proficient	12	100%	92%	0%	10	100%	90%	30%
Economically Disadvantaged	85	98%	91%	11%	86	97%	87%	33%
Not Disadvantaged	208	99%	98%	41%	201	98%	97%	59%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	293	99%	96%	32%	287	98%	94%	51%

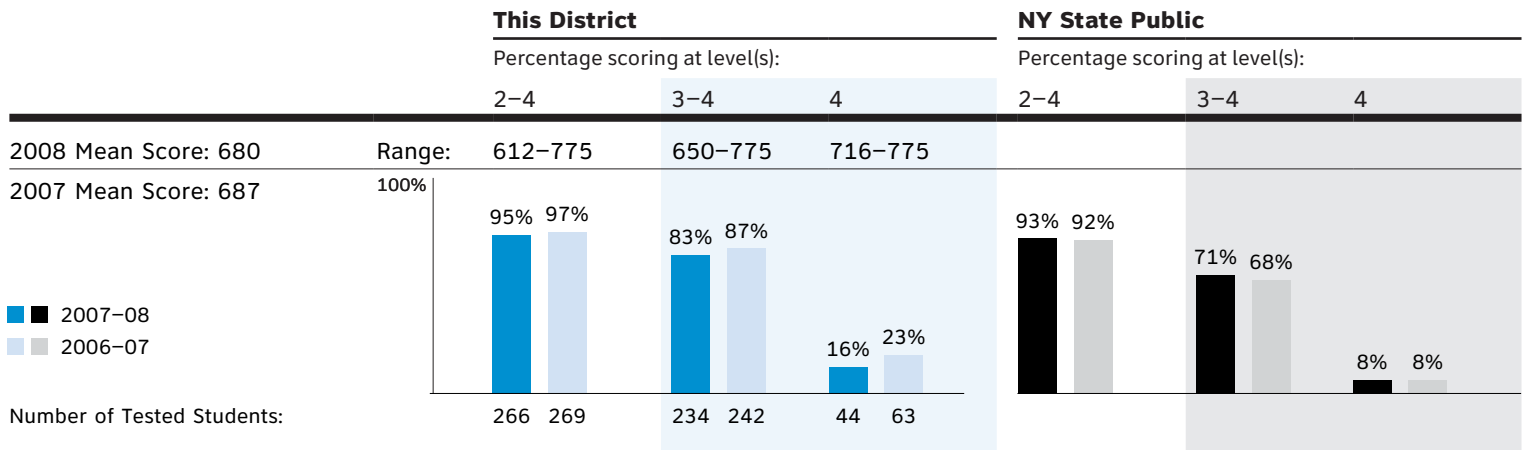
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	0	-	-	-

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	95%	83%	16%	278	97%	87%	23%
Female	131	97%	90%	17%	143	99%	90%	28%
Male	150	93%	77%	15%	135	94%	84%	17%
American Indian or Alaska Native								
Black or African American	35	86%	63%	3%	41	90%	68%	10%
Hispanic or Latino	59	93%	78%	7%	47	96%	72%	2%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	77%	8%	10	100%	100%	10%
White	174	97%	90%	22%	180	98%	94%	32%
Multiracial								
Small Group Totals								
General-Education Students	239	99%	90%	18%	248	100%	92%	25%
Students with Disabilities	42	71%	48%	5%	30	70%	47%	7%
English Proficient	272	95%	84%	16%	274	-	-	-
Limited English Proficient	9	89%	56%	0%	4	-	-	-
Economically Disadvantaged	86	92%	69%	5%	73	95%	77%	8%
Not Disadvantaged	195	96%	90%	21%	205	98%	91%	28%
Migrant								
Not Migrant	281	95%	83%	16%	278	97%	87%	23%

NOTES

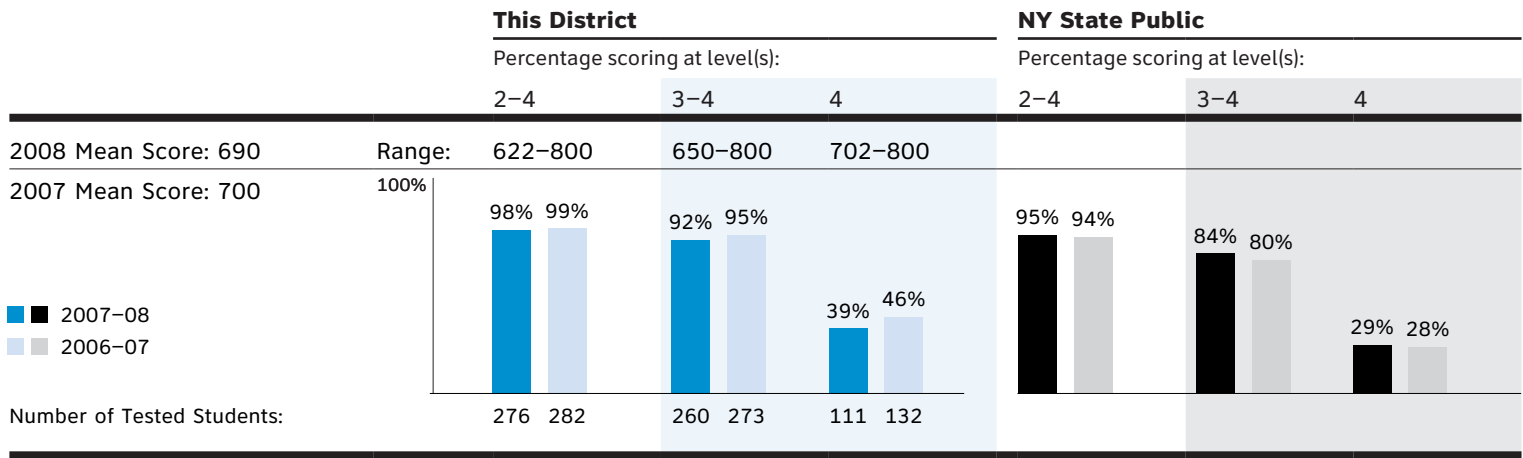
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	282	98%	92%	39%	286	99%	95%	46%
Female	132	98%	95%	37%	145	98%	95%	47%
Male	150	97%	90%	41%	141	99%	96%	45%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	34	97%	79%	12%	43	95%	88%	19%
Hispanic or Latino	60	97%	90%	20%	49	98%	90%	24%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	29%	11	100%	91%	55%
White	174	98%	95%	52%	183	99%	99%	58%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	241	100%	95%	44%	255	99%	97%	47%
Students with Disabilities	41	88%	78%	15%	31	94%	84%	35%
English Proficient	272	98%	92%	40%	279	99%	96%	47%
Limited English Proficient	10	100%	100%	10%	7	86%	71%	0%
Economically Disadvantaged	87	98%	89%	17%	77	96%	91%	27%
Not Disadvantaged	195	98%	94%	49%	209	100%	97%	53%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	282	98%	92%	39%	286	99%	95%	46%

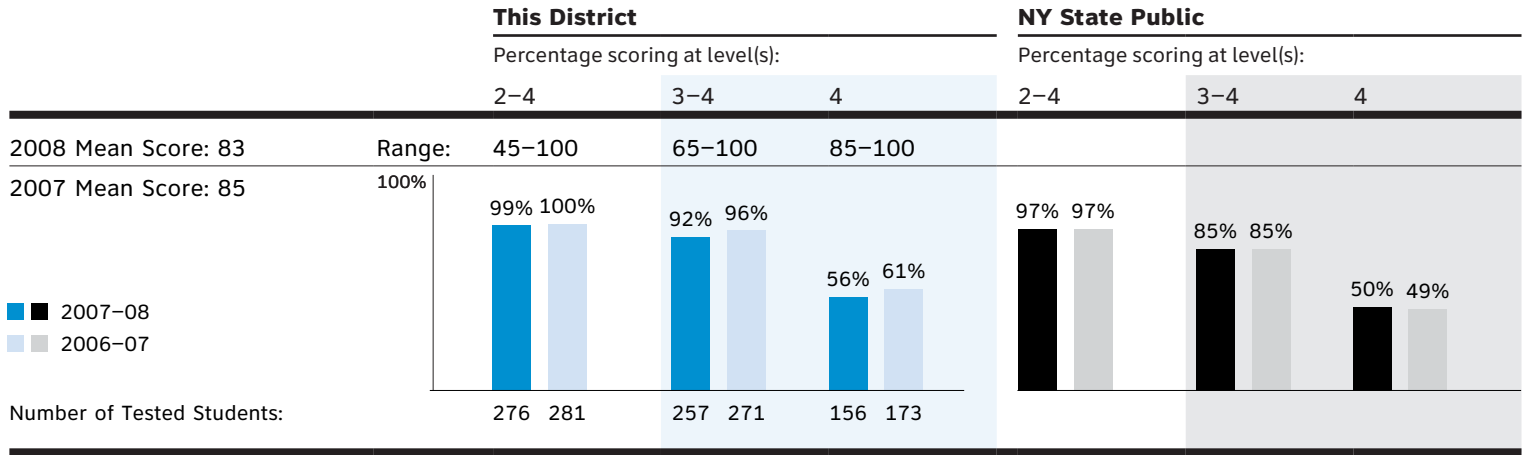
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	280	99%	92%	56%	282	100%	96%	61%
Female	132	99%	92%	55%	143	99%	94%	66%
Male	148	98%	92%	56%	139	100%	98%	56%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	33	97%	88%	21%	41	100%	93%	34%
Hispanic or Latino	60	97%	77%	33%	48	100%	96%	42%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	57%	11	100%	91%	82%
White	173	99%	98%	70%	182	99%	97%	71%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	241	100%	93%	59%	252	100%	96%	64%
Students with Disabilities	39	92%	85%	33%	30	97%	97%	37%
English Proficient	270	99%	93%	57%	275	100%	97%	62%
Limited English Proficient	10	100%	70%	20%	7	100%	71%	29%
Economically Disadvantaged	86	98%	83%	30%	77	100%	94%	40%
Not Disadvantaged	194	99%	96%	67%	205	100%	97%	69%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	280	99%	92%	56%	282	100%	96%	61%

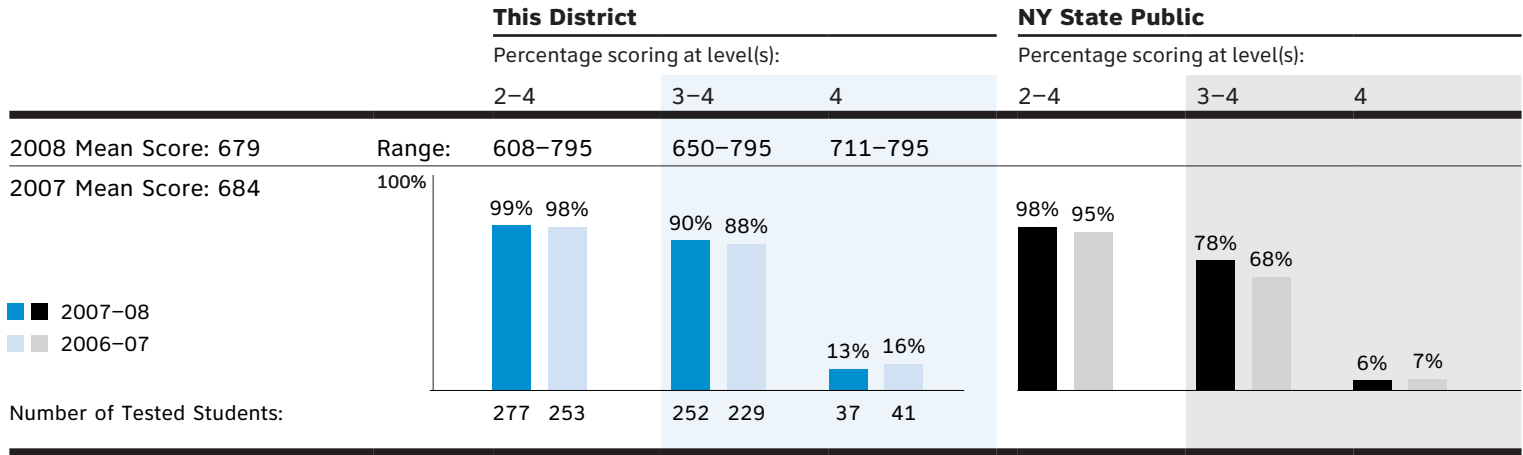
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	281	99%	90%	13%	259	98%	88%	16%
Female	142	99%	92%	13%	137	98%	91%	20%
Male	139	99%	87%	13%	122	98%	86%	11%
American Indian or Alaska Native								
Black or African American	39	95%	77%	3%	31	100%	84%	10%
Hispanic or Latino	44	98%	77%	0%	59	92%	69%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	92%	17%	12	100%	100%	8%
White	186	99%	95%	18%	157	99%	96%	24%
Multiracial								
Small Group Totals								
General-Education Students	248	100%	94%	15%	228	100%	92%	18%
Students with Disabilities	33	88%	58%	0%	31	84%	65%	3%
English Proficient	277	-	-	-	249	98%	91%	16%
Limited English Proficient	4	-	-	-	10	80%	30%	0%
Economically Disadvantaged	80	96%	81%	4%	71	93%	75%	3%
Not Disadvantaged	201	100%	93%	17%	188	99%	94%	21%
Migrant								
Not Migrant	281	99%	90%	13%	259	98%	88%	16%

NOTES

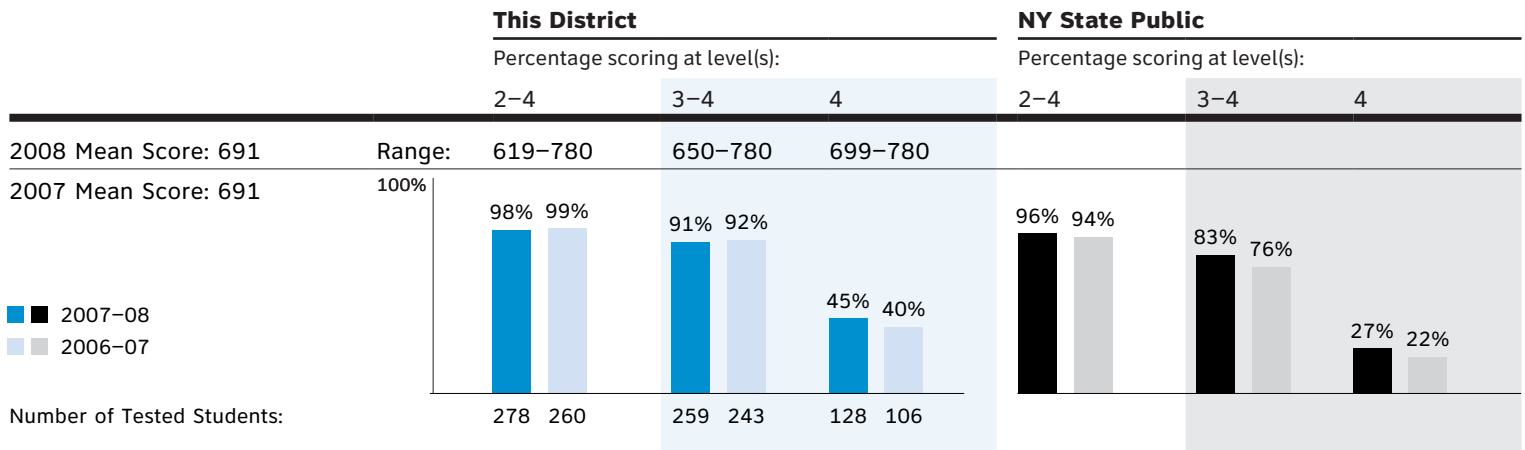
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

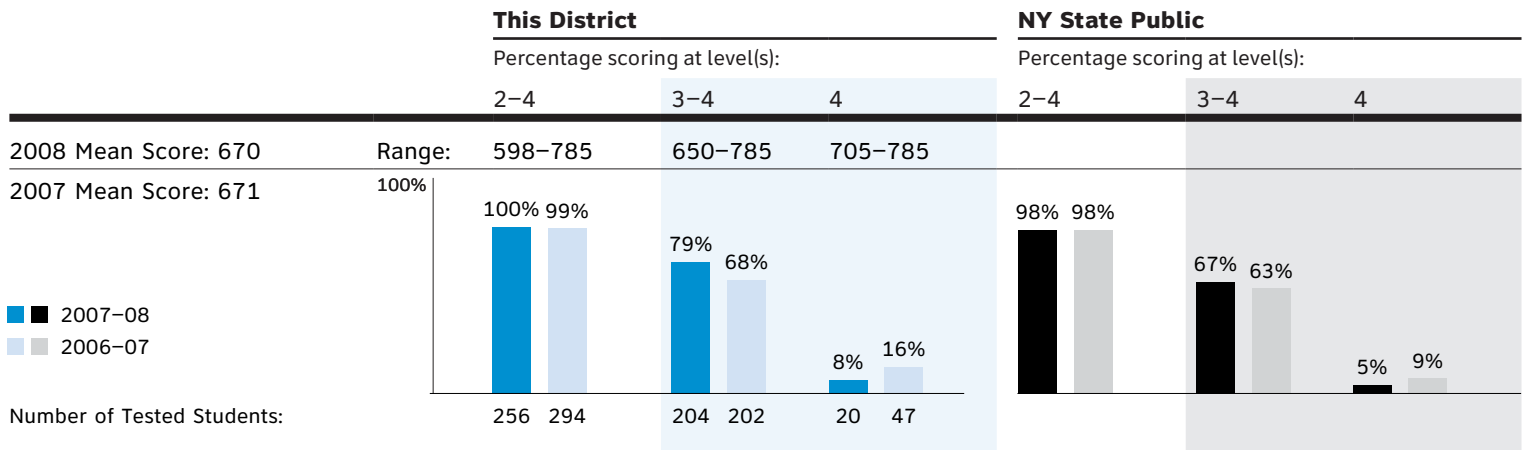
	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	285	98%	91%	45%	263	99%	92%	40%
Female	141	99%	94%	45%	139	99%	95%	42%
Male	144	96%	88%	44%	124	99%	90%	39%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	40	93%	73%	15%	32	100%	97%	25%
Hispanic or Latino	45	98%	91%	33%	61	97%	84%	26%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	83%	58%	13	100%	92%	85%
White	188	98%	95%	53%	157	99%	95%	45%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	252	100%	96%	50%	231	100%	95%	42%
Students with Disabilities	33	79%	52%	9%	32	94%	75%	28%
English Proficient	279	97%	92%	46%	250	99%	93%	42%
Limited English Proficient	6	100%	50%	17%	13	100%	77%	8%
Economically Disadvantaged	80	95%	83%	28%	75	97%	88%	27%
Not Disadvantaged	205	99%	94%	52%	188	99%	94%	46%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	285	98%	91%	45%	263	99%	92%	40%

NOTES
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Other Assessments

	2007-08 School Year			2006-07 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				1	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	257	100%	79%	8%	296	99%	68%	16%
Female	143	99%	84%	13%	132	99%	69%	14%
Male	114	100%	74%	2%	164	99%	68%	17%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	29	100%	69%	10%	46	98%	41%	2%
Hispanic or Latino	60	98%	58%	2%	68	99%	60%	3%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	8%	12	100%	75%	17%
White	156	100%	88%	10%	170	100%	78%	25%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	227	100%	86%	9%	258	100%	77%	18%
Students with Disabilities	30	97%	30%	0%	38	95%	11%	0%
English Proficient	245	100%	82%	8%	285	100%	71%	16%
Limited English Proficient	12	100%	33%	0%	11	91%	9%	0%
Economically Disadvantaged	65	98%	57%	2%	75	99%	52%	4%
Not Disadvantaged	192	100%	87%	10%	221	100%	74%	20%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	257	100%	79%	8%	296	99%	68%	16%

NOTES

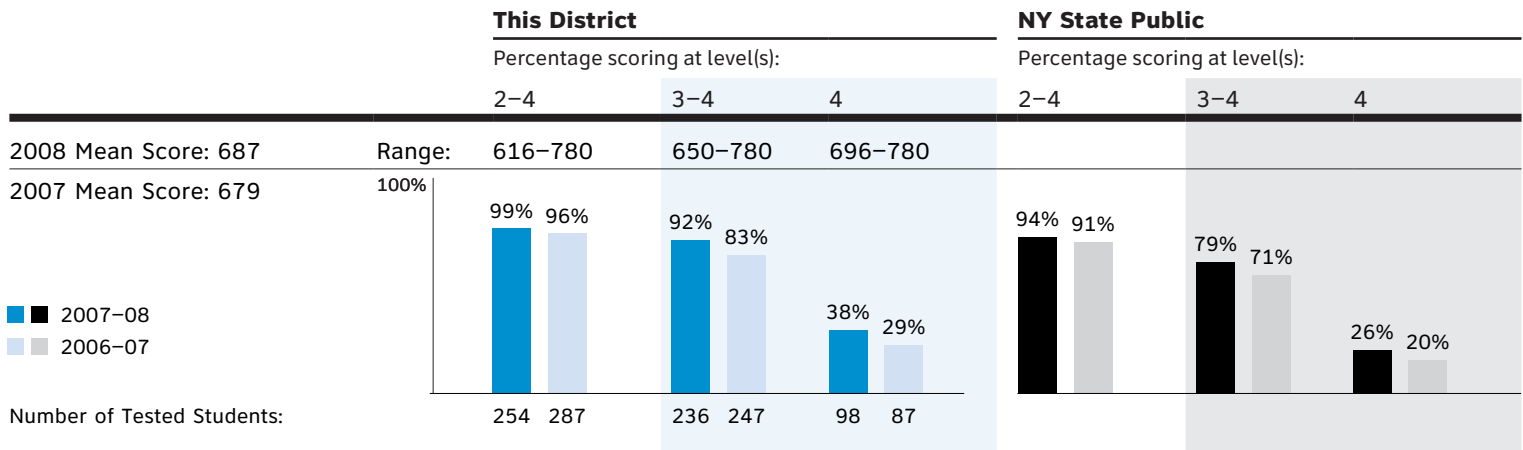
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Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	3	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	257	99%	92%	38%	299	96%	83%	29%
Female	142	99%	92%	45%	133	100%	83%	26%
Male	115	99%	91%	30%	166	93%	83%	31%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	28	100%	100%	29%	46	89%	54%	7%
Hispanic or Latino	61	97%	77%	18%	69	97%	80%	19%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	67%	13	100%	85%	31%
White	156	99%	96%	46%	171	97%	91%	39%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	225	100%	96%	43%	259	99%	88%	33%
Students with Disabilities	32	91%	66%	3%	40	78%	48%	3%
English Proficient	244	99%	93%	39%	286	96%	84%	30%
Limited English Proficient	13	100%	69%	15%	13	100%	46%	15%
Economically Disadvantaged	66	98%	83%	20%	75	93%	68%	12%
Not Disadvantaged	191	99%	95%	45%	224	97%	88%	35%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	257	99%	92%	38%	299	96%	83%	29%

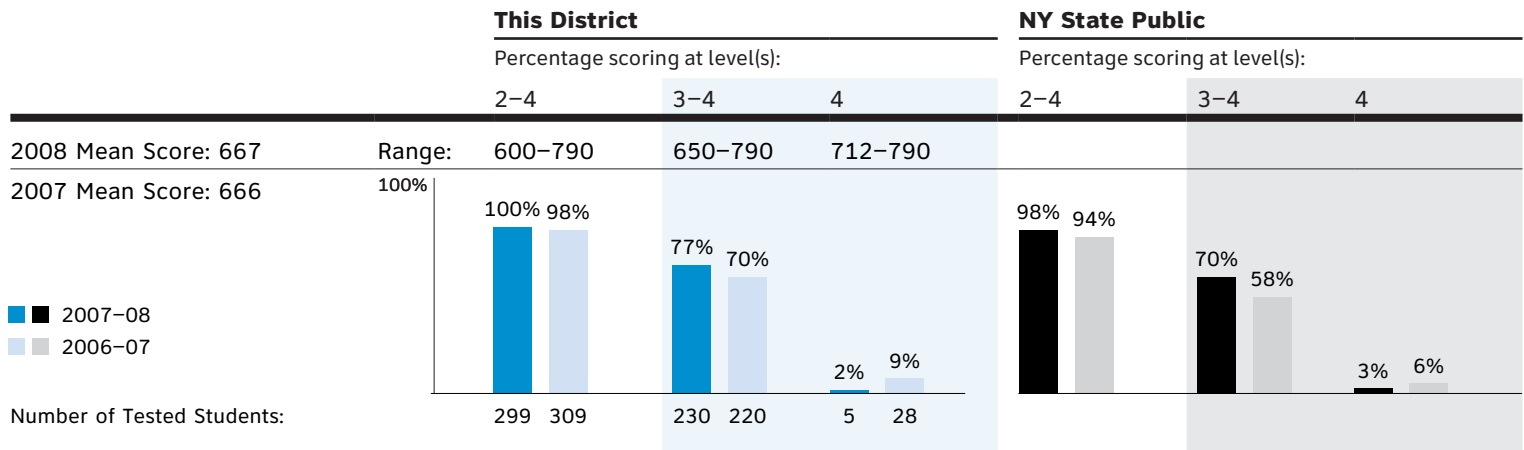
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	3	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	299	100%	77%	2%	314	98%	70%	9%
Female	141	100%	79%	1%	147	99%	76%	12%
Male	158	100%	75%	2%	167	98%	65%	7%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	48	100%	52%	0%	40	93%	43%	3%
Hispanic or Latino	65	100%	69%	0%	68	97%	53%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	0%	18	100%	61%	17%
White	173	100%	87%	3%	188	100%	83%	13%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	260	100%	81%	2%	273	100%	78%	10%
Students with Disabilities	39	100%	49%	0%	41	90%	20%	0%
English Proficient	289	100%	79%	2%	307	99%	71%	9%
Limited English Proficient	10	100%	30%	0%	7	71%	14%	0%
Economically Disadvantaged	77	100%	69%	0%	7	86%	43%	0%
Not Disadvantaged	222	100%	80%	2%	307	99%	71%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	299	100%	77%	2%	314	98%	70%	9%

NOTES

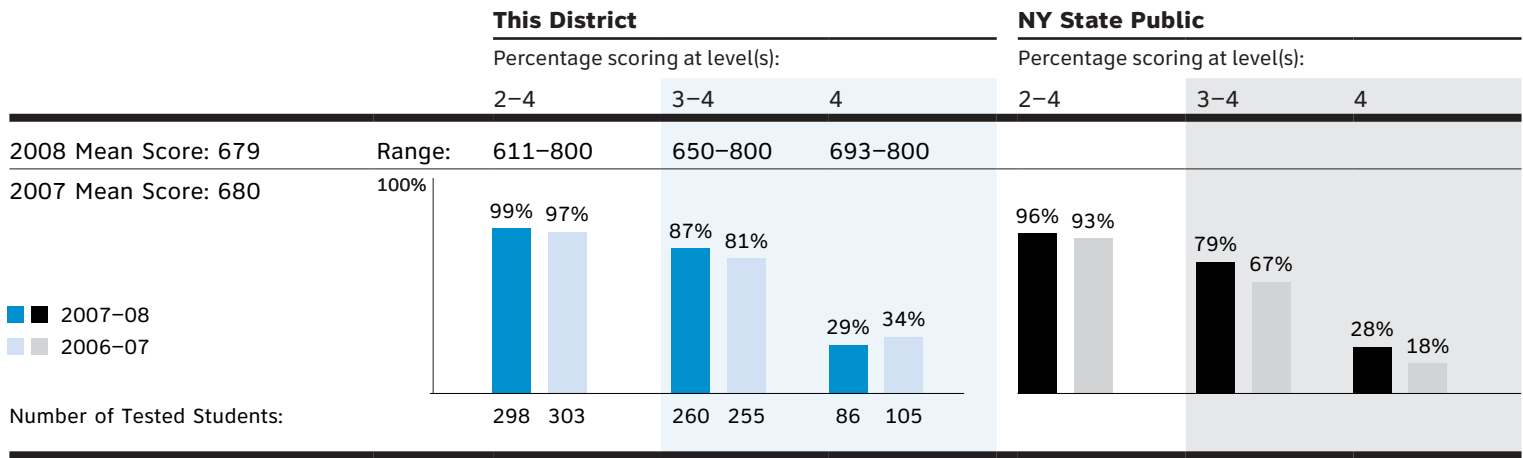
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Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	1	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	300	99%	87%	29%	313	97%	81%	34%
Female	141	99%	87%	25%	145	98%	83%	38%
Male	159	99%	87%	32%	168	96%	80%	30%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	47	98%	72%	9%	39	85%	49%	8%
Hispanic or Latino	68	99%	81%	18%	69	96%	74%	20%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	23%	18	100%	94%	28%
White	172	100%	92%	39%	187	99%	90%	44%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	260	99%	91%	33%	273	98%	88%	38%
Students with Disabilities	40	100%	60%	3%	40	88%	38%	0%
English Proficient	287	100%	88%	30%	305	98%	83%	34%
Limited English Proficient	13	92%	62%	0%	8	63%	25%	0%
Economically Disadvantaged	79	97%	80%	11%	7	86%	43%	14%
Not Disadvantaged	221	100%	89%	35%	306	97%	82%	34%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	300	99%	87%	29%	313	97%	81%	34%

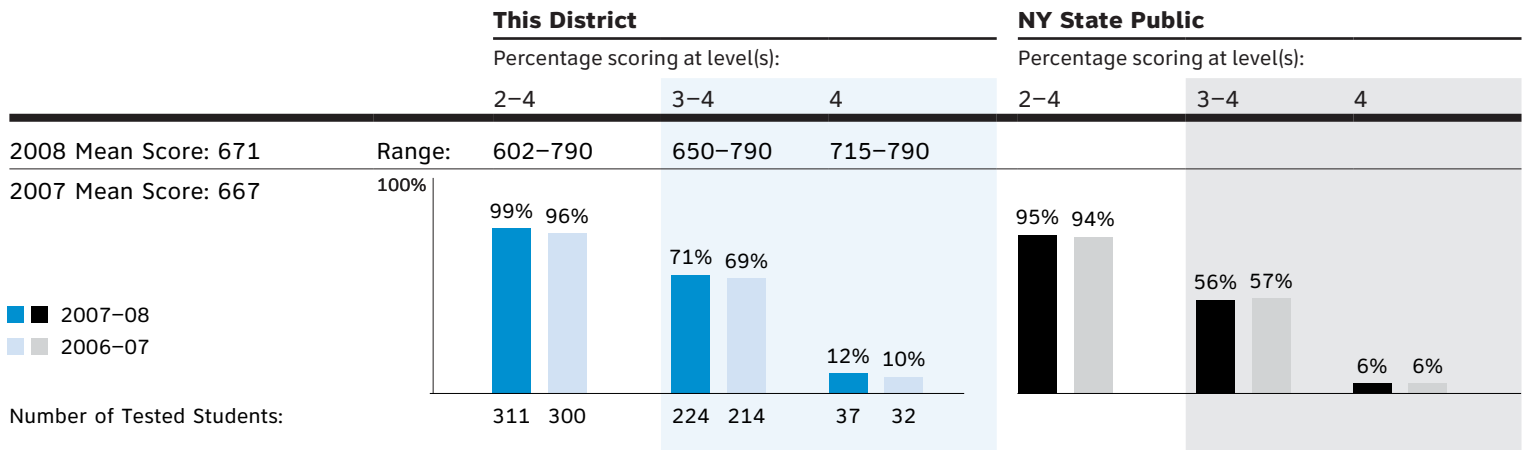
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	3	-	-	-	1	-	-	-

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	315	99%	71%	12%	312	96%	69%	10%
Female	146	99%	77%	18%	163	98%	73%	10%
Male	169	99%	66%	6%	149	95%	64%	10%
American Indian or Alaska Native								
Black or African American	40	93%	40%	3%	49	92%	49%	4%
Hispanic or Latino	64	98%	53%	6%	68	91%	49%	7%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	61%	0%	17	100%	65%	12%
White	193	100%	84%	17%	178	99%	82%	13%
Multiracial								
Small Group Totals								
General-Education Students	271	100%	80%	14%	284	99%	74%	11%
Students with Disabilities	44	93%	18%	0%	28	71%	14%	0%
English Proficient	310	99%	72%	12%	301	97%	71%	11%
Limited English Proficient	5	100%	0%	0%	11	73%	9%	0%
Economically Disadvantaged	69	97%	42%	3%	2	-	-	-
Not Disadvantaged	246	99%	79%	14%	310	-	-	-
Migrant								
Not Migrant	315	99%	71%	12%	312	96%	69%	10%

NOTES

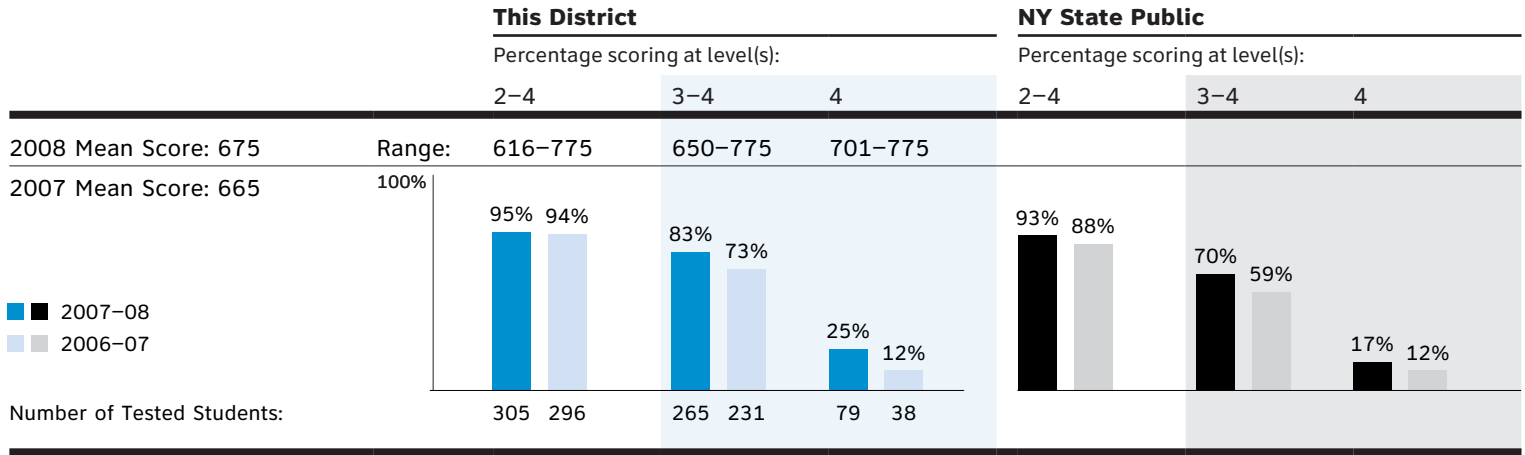
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Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	5	N/A	N/A	N/A

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	321	95%	83%	25%	316	94%	73%	12%
Female	148	98%	86%	30%	165	93%	74%	11%
Male	173	92%	79%	20%	151	95%	72%	13%
American Indian or Alaska Native								
Black or African American	41	83%	49%	5%	49	88%	45%	0%
Hispanic or Latino	71	92%	73%	13%	71	92%	65%	8%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	28%	19	100%	95%	26%
White	191	98%	92%	33%	177	95%	82%	15%
Multiracial								
Small Group Totals								
General-Education Students	277	96%	87%	29%	287	98%	78%	13%
Students with Disabilities	44	86%	57%	0%	29	52%	21%	0%
English Proficient	311	96%	84%	25%	301	93%	72%	12%
Limited English Proficient	10	70%	40%	0%	15	100%	87%	20%
Economically Disadvantaged	71	90%	68%	10%	3	-	-	-
Not Disadvantaged	250	96%	87%	29%	313	-	-	-
Migrant								
Not Migrant	321	95%	83%	25%	316	94%	73%	12%

NOTES
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Other Assessments

	2007-08 School Year				2006-07 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	1	-	-	-	2	-	-	-

This District's Results in Grade 8 Science

This District

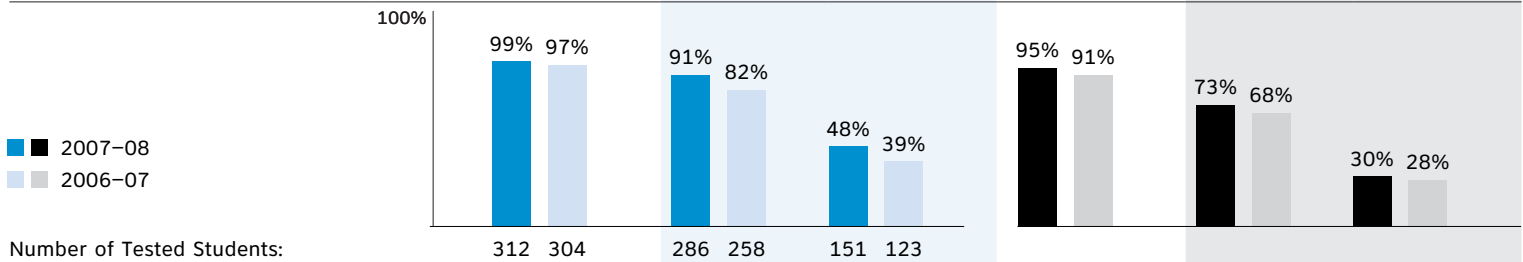
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2007-08 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2007-08 School Year				2006-07 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	315	99%	91%	48%	313	97%	82%	39%
Female	146	99%	92%	46%	163	97%	82%	36%
Male	169	99%	90%	50%	150	97%	83%	43%
American Indian or Alaska Native								
Black or African American	37	95%	65%	24%	48	92%	63%	6%
Hispanic or Latino	69	99%	83%	30%	69	94%	68%	20%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	67%	19	100%	84%	42%
White	191	100%	98%	57%	177	99%	93%	55%
Multiracial								
Small Group Totals								
General-Education Students	272	100%	94%	54%	287	98%	86%	42%
Students with Disabilities	43	95%	70%	12%	26	85%	38%	12%
English Proficient	304	99%	93%	50%	298	98%	84%	41%
Limited English Proficient	11	91%	36%	0%	15	87%	60%	13%
Economically Disadvantaged	69	100%	77%	29%	3	-	-	-
Not Disadvantaged	246	99%	95%	53%	310	-	-	-
Migrant								
Not Migrant	315	99%	91%	48%	313	97%	82%	39%

NOTES

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Other Assessments

2007-08 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2007-08 School Year	2006-07 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	2
Regents Science	0	0

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

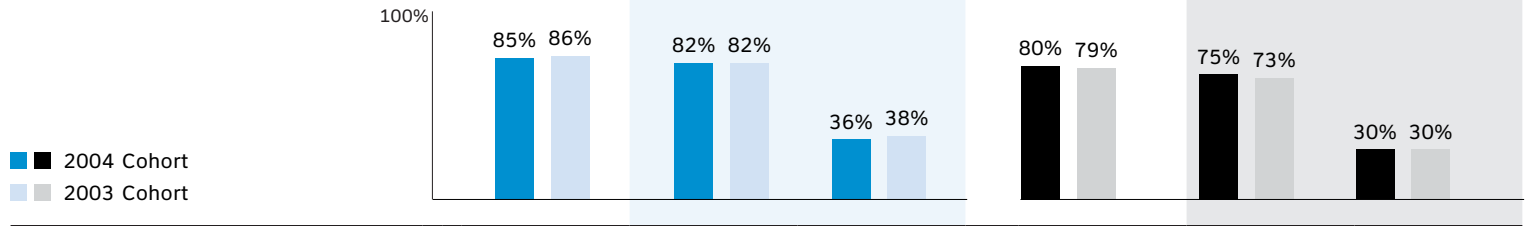
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

2003 Cohort**

Number of Students	Percentage scoring at level(s):		
	2-4	3-4	4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	385	85%	82%	36%	373	86%	82%	38%
Female	205	89%	87%	43%	179	89%	86%	47%
Male	180	80%	76%	28%	194	82%	78%	30%
American Indian or Alaska Native								
Black or African American	45	58%	51%	9%	40	68%	58%	15%
Hispanic or Latino	73	82%	78%	5%	77	75%	69%	22%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	33%	17	88%	88%	24%
White	255	90%	87%	50%	239	92%	90%	48%
Multiracial								
Small Group Totals								
General-Education Students	318	91%	89%	43%	322	90%	88%	44%
Students with Disabilities	67	57%	48%	4%	51	55%	43%	2%
English Proficient	372	85%	83%	37%	363	86%	83%	39%
Limited English Proficient	13	77%	62%	0%	10	60%	60%	0%
Economically Disadvantaged	62	73%	68%	10%	47	77%	70%	15%
Not Disadvantaged	323	87%	85%	41%	326	87%	84%	41%
Migrant								
Not Migrant	385	85%	82%	36%				

NOTES

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Other Assessments

2004 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

2003 Cohort

Number of Students	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

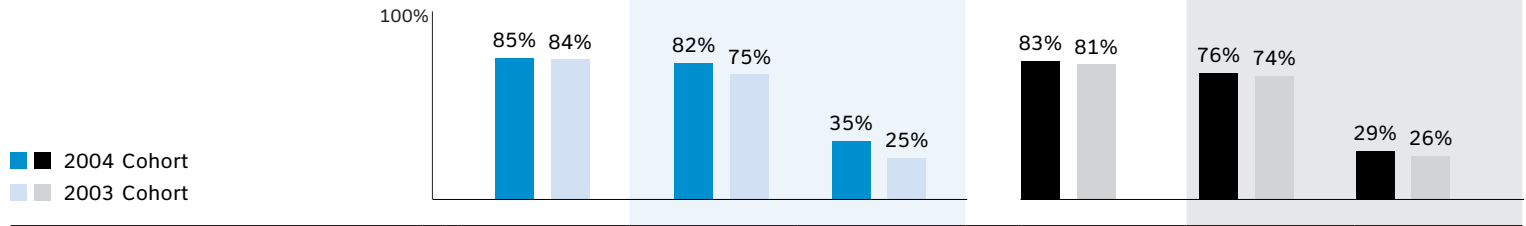
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	385	85%	82%	35%	373	84%	75%	25%
Female	205	88%	85%	40%	179	88%	77%	23%
Male	180	82%	79%	28%	194	81%	74%	27%
American Indian or Alaska Native								
Black or African American	45	62%	51%	7%	40	70%	63%	10%
Hispanic or Latino	73	82%	77%	10%	77	74%	62%	12%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	100%	58%	17	94%	88%	53%
White	255	90%	89%	46%	239	90%	81%	30%
Multiracial								
Small Group Totals								
General-Education Students	318	90%	88%	41%	322	89%	80%	28%
Students with Disabilities	67	64%	55%	7%	51	57%	47%	10%
English Proficient	372	85%	82%	35%	363	84%	75%	25%
Limited English Proficient	13	85%	85%	23%	10	90%	70%	30%
Economically Disadvantaged	62	76%	68%	10%	47	74%	60%	15%
Not Disadvantaged	323	87%	85%	40%	326	86%	78%	27%
Migrant								
Not Migrant	385	85%	82%	35%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.