The New York State Report Card

2011–12

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**
District **LONG BEACH CITY SCHOOL DISTRICT**
Principal **KAREN SAUTER**
Telephone **(516) 897-2198**
Grades **K-5, UE**

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

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

This report includes:

1 Profile
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

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

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Enrollment

	2009–10	2010–11	2011–12
Pre-K	0	0	
Kindergarten	66	72	82
Grade 1	71	67	70
Grade 2	67	73	66
Grade 3	66	69	72
Grade 4	62	64	68
Grade 5	90	67	63
Grade 6	0	0	0
Ungraded Elementary	0	1	1
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K–12	422	413	422

Enrollment Information

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

Average Class Size

	2009–10	2010–11	2011–12
Common Branch	21	21	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

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

School **LINDELL BOULEVARD SCHOOL**
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District **LONG BEACH CITY SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	81	19%	57	14%	86	20%
Reduced Price Lunch	18	4%	12	3%	18	4%
Limited English Proficient	22	5%	22	5%	23	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	44	10%	49	12%	48	11%
Hispanic or Latino	75	18%	64	15%	73	17%
Asian or Native Hawaiian/Other Pacific Islander	16	4%	16	4%	18	4%
White	287	68%	284	69%	283	67%
Multiracial	0	0%	0	0%	0	0%

Demographic Factors Information

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

Attendance and Suspensions

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	5	1%	3	1%	3	1%

Attendance and Suspensions Information

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

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

School **LINDELL BOULEVARD SCHOOL**
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District **LONG BEACH CITY SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	34	35	32
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	82%	80%	81%
Total Number of Core Classes	56	56	42
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	1%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	79	85	84
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

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

Teacher Turnover Rate

	2008–09	2009–10	2010–11
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	N/A	N/A
Turnover Rate of All Teachers	11%	6%	14%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	3	4	3
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K–6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.
In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

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

New York State Testing Program (NYSTP) Assessments

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

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.
Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.
Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.
Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

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

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

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

Secondary-Level Cohorts

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

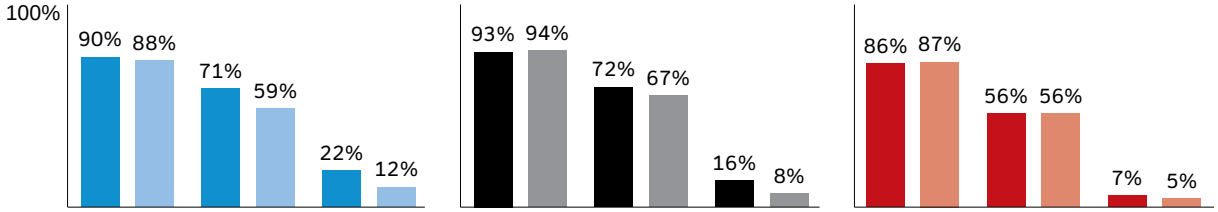
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 3 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 674 *Range:	644–780	663–780	694–780						
2011 Mean Score: 664									
2011–12	90%	71%	22%	93%	72%	16%	86%	56%	7%
2010–11	88%	59%	12%	94%	67%	8%	87%	56%	5%
Number of Tested Students:	66 61	52 41	16 8	249 232	193 167	42 19			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**73**	**90%**	**71%**	**22%**	**69**	**88%**	**59%**	**12%**
Female	35	91%	74%	34%	36	92%	61%	14%
Male	38	89%	68%	11%	33	85%	58%	9%
American Indian or Alaska Native								
Black or African American	7	–	–	–	8	–	–	–
Hispanic or Latino	10	70%	30%	10%	13	69%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	54	98%	85%	28%	44	95%	82%	18%
Multiracial								
Small Group Totals	9	67%	33%	0%	12	83%	25%	0%
General-Education Students	60	98%	82%	27%	52	98%	75%	15%
Students with Disabilities	13	54%	23%	0%	17	59%	12%	0%
English Proficient	70	–	–	–	65	–	–	–
Limited English Proficient	3	–	–	–	4	–	–	–
Economically Disadvantaged	10	60%	20%	0%	21	76%	24%	0%
Not Disadvantaged	63	95%	79%	25%	48	94%	75%	17%
Migrant								
Not Migrant	73	90%	71%	22%	69	88%	59%	12%

NOTES

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

Other Assessments

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

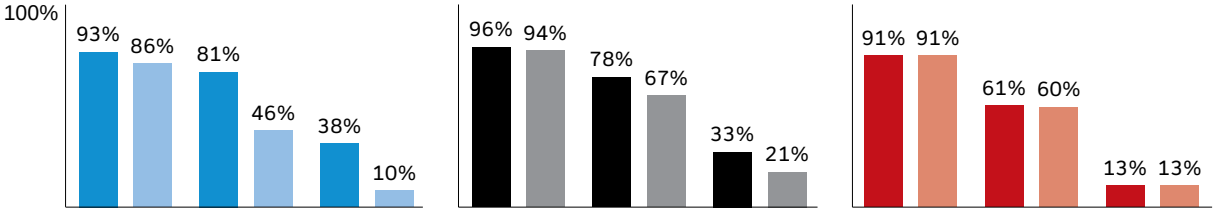
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 3 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 702 *Range:	662–770	684–770	707–770						
2011 Mean Score: 675									
2011–12	93%	81%	38%	96%	78%	33%	91%	61%	13%
2010–11	86%	46%	10%	94%	67%	21%	91%	60%	13%
Number of Tested Students:	68 60	59 32	28 7	258 235	210 168	89 53			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**73**	**93%**	**81%**	**38%**	**70**	**86%**	**46%**	**10%**
Female	35	94%	77%	46%	36	89%	47%	6%
Male	38	92%	84%	32%	34	82%	44%	15%
American Indian or Alaska Native								
Black or African American	7	–	–	–	8	–	–	–
Hispanic or Latino	10	70%	50%	40%	14	64%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	54	100%	94%	43%	44	93%	59%	16%
Multiracial								
Small Group Totals	9	78%	33%	11%	12	83%	17%	0%
General-Education Students	60	100%	87%	47%	53	92%	53%	13%
Students with Disabilities	13	62%	54%	0%	17	65%	24%	0%
English Proficient	70	–	–	–	65	89%	49%	11%
Limited English Proficient	3	–	–	–	5	40%	0%	0%
Economically Disadvantaged	10	70%	40%	10%	22	68%	14%	0%
Not Disadvantaged	63	97%	87%	43%	48	94%	60%	15%
Migrant								
Not Migrant	73	93%	81%	38%	70	86%	46%	10%

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Other Assessments

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

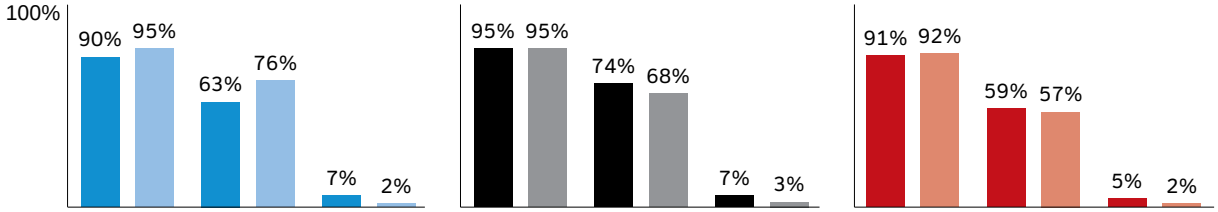
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 4 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 675 *Range:	637–775	671–775	722–775						
2011 Mean Score: 674									
2011–12	90%	63%	7%	95%	74%	7%	91%	59%	5%
2010–11	95%	76%	2%	95%	68%	3%	92%	57%	2%
Number of Tested Students:	61 60	43 48	5 1	233 254	182 183	17 9			



Results by Student Group

Student Group	2011–12 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**68**	**90%**	**63%**	**7%**	**63**	**95%**	**76%**	**2%**
Female	34	94%	71%	12%	28	100%	86%	4%
Male	34	85%	56%	3%	35	91%	69%	0%
American Indian or Alaska Native								
Black or African American	9	–	–	–	8	88%	25%	0%
Hispanic or Latino	14	79%	50%	0%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	41	95%	78%	12%	47	98%	87%	2%
Multiracial								
Small Group Totals	13	85%	31%	0%	8	88%	63%	0%
General-Education Students	49	98%	78%	10%	57	98%	82%	2%
Students with Disabilities	19	68%	26%	0%	6	67%	17%	0%
English Proficient	64	–	–	–	61	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	21	71%	19%	0%	10	90%	40%	0%
Not Disadvantaged	47	98%	83%	11%	53	96%	83%	2%
Migrant								
Not Migrant	68	90%	63%	7%	63	95%	76%	2%

NOTES

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Other Assessments

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

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

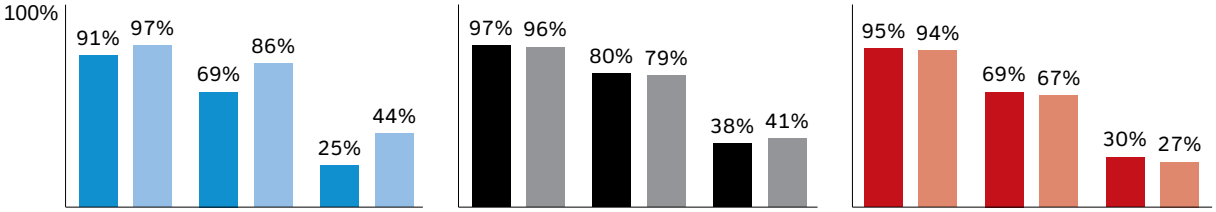
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 4 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 686 *Range:	636–800	676–800	707–800						
2011 Mean Score: 702									
Number of Tested Students:	62 61	47 54	17 28	239 257	196 212	94 111			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**68**	**91%**	**69%**	**25%**	**63**	**97%**	**86%**	**44%**
Female	34	91%	74%	24%	28	100%	93%	43%
Male	34	91%	65%	26%	35	94%	80%	46%
American Indian or Alaska Native								
Black or African American	9	–	–	–	8	88%	38%	0%
Hispanic or Latino	14	79%	57%	0%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	41	98%	83%	41%	47	98%	94%	51%
Multiracial								
Small Group Totals	13	85%	38%	0%	8	100%	88%	50%
General-Education Students	49	100%	82%	31%	57	100%	89%	47%
Students with Disabilities	19	68%	37%	11%	6	67%	50%	17%
English Proficient	64	–	–	–	61	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	21	76%	33%	5%	10	100%	60%	20%
Not Disadvantaged	47	98%	85%	34%	53	96%	91%	49%
Migrant								
Not Migrant	68	91%	69%	25%	63	97%	86%	44%

NOTES

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	–	–	–

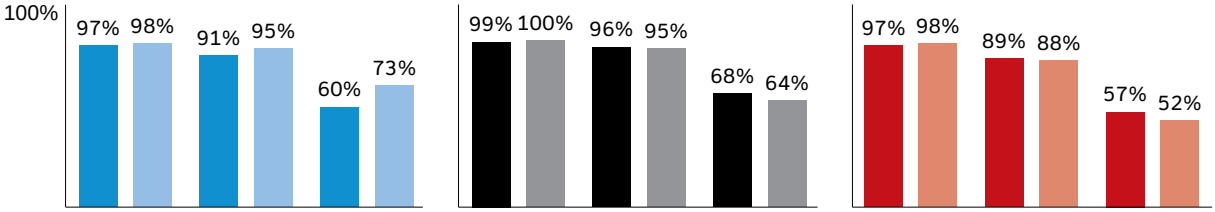
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 4 Science

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 84 Range:	45–100	65–100	85–100						
2011 Mean Score: 86									
2011–12	97%	91%	60%	99%	96%	68%	97%	89%	57%
2010–11	98%	95%	73%	100%	95%	64%	98%	88%	52%
Number of Tested Students:	65 61	61 59	40 45	243 265	236 253	167 169			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**67**	**97%**	**91%**	**60%**	**62**	**98%**	**95%**	**73%**
Female	34	100%	94%	65%	27	100%	96%	85%
Male	33	94%	88%	55%	35	97%	94%	63%
American Indian or Alaska Native								
Black or African American	9	–	–	–	8	100%	88%	13%
Hispanic or Latino	14	93%	79%	36%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	40	100%	98%	80%	46	98%	98%	87%
Multiracial								
Small Group Totals	13	92%	85%	23%	8	100%	88%	50%
General-Education Students	49	100%	100%	69%	56	100%	96%	75%
Students with Disabilities	18	89%	67%	33%	6	83%	83%	50%
English Proficient	63	–	–	–	60	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	20	90%	80%	20%	10	100%	80%	40%
Not Disadvantaged	47	100%	96%	77%	52	98%	98%	79%
Migrant								
Not Migrant	67	97%	91%	60%	62	98%	95%	73%

NOTES
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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	–	–	–

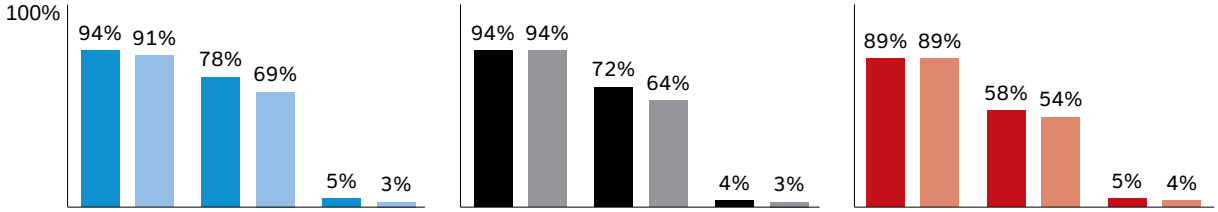
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 5 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 677 *Range:	648–795	668–795	700–795						
2011 Mean Score: 668									
2011–12	94%	78%	5%	94%	72%	4%	89%	58%	5%
2010–11	91%	69%	3%	94%	64%	3%	89%	54%	4%
Number of Tested Students:	59 59	49 45	3 2	252 253	194 173	10 7			



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**63**	**94%**	**78%**	**5%**	**65**	**91%**	**69%**	**3%**
Female	29	100%	86%	3%	30	87%	70%	0%
Male	34	88%	71%	6%	35	94%	69%	6%
American Indian or Alaska Native								
Black or African American	7	–	–	–	8	–	–	–
Hispanic or Latino	7	86%	57%	14%	12	75%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	47	98%	89%	4%	43	98%	81%	5%
Multiracial								
Small Group Totals	9	78%	33%	0%	10	80%	80%	0%
General-Education Students	56	98%	86%	5%	51	100%	82%	4%
Students with Disabilities	7	57%	14%	0%	14	57%	21%	0%
English Proficient	61	–	–	–	62	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	7	71%	29%	0%	22	73%	50%	0%
Not Disadvantaged	56	96%	84%	5%	43	100%	79%	5%
Migrant								
Not Migrant	63	94%	78%	5%	65	91%	69%	3%

NOTES

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

Other Assessments

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

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

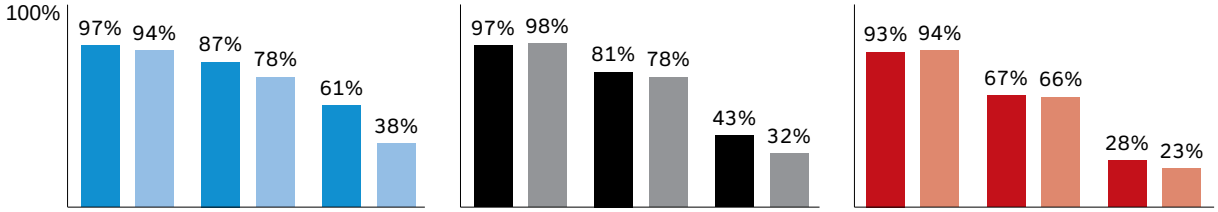
2 Student Performance

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Results in Grade 5 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 713 *Range:	640–780	676–780	707–780						
2011 Mean Score: 694									
2011–12	97%	87%	61%	97%	81%	43%	93%	67%	28%
2010–11	94%	78%	38%	98%	78%	32%	94%	66%	23%
Number of Tested Students:	60 61	54 51	38 25	259 262	216 208	115 86			



Results by Student Group

Student Group	2011–12 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**62**	**97%**	**87%**	**61%**	**65**	**94%**	**78%**	**38%**
Female	28	100%	93%	61%	30	93%	73%	27%
Male	34	94%	82%	62%	35	94%	83%	49%
American Indian or Alaska Native								
Black or African American	7	–	–	–	8	–	–	–
Hispanic or Latino	7	100%	86%	86%	12	92%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	46	98%	96%	67%	43	98%	86%	53%
Multiracial								
Small Group Totals	9	100%	89%	78%	10	80%	70%	10%
General-Education Students	55	100%	95%	69%	51	100%	94%	49%
Students with Disabilities	7	71%	29%	0%	14	71%	21%	0%
English Proficient	60	–	–	–	62	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	7	86%	43%	29%	22	82%	59%	18%
Not Disadvantaged	55	98%	93%	65%	43	100%	88%	49%
Migrant								
Not Migrant	62	97%	87%	61%	65	94%	78%	38%

NOTES

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Other Assessments

	2011–12 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4	2010–11 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	0			

School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Integrated Algebra	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	1	–	–	–	1	–	–	–	0	–	–	–
Geometry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Algebra 2/Trigonometry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Global History and Geography	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
U.S. History and Government	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Living Environment	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Physical Setting/Earth Science	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Physical Setting/Chemistry	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Physical Setting/Physics	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			

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School **LINDELL BOULEVARD SCHOOL**
School ID **28-03-00-01-0005**

District **LONG BEACH CITY SCHOOL DISTRICT**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	10	0%	20%	30%	50%	9	–	–	–	–	1	–	–	–	–
	2010–11	10	0%	10%	70%	20%	10	0%	10%	70%	20%	0				
	2009–10	15	0%	13%	40%	47%	12	–	–	–	–	3	–	–	–	–
Reading and Writing (Grades K–1)	2011–12	10	10%	30%	10%	50%	9	–	–	–	–	1	–	–	–	–
	2010–11	10	0%	40%	30%	30%	10	0%	40%	30%	30%	0				
	2009–10	15	33%	20%	0%	47%	12	–	–	–	–	3	–	–	–	–
Listening and Speaking (Grades 2–4)	2011–12	11	0%	0%	18%	82%	4	–	–	–	–	7	–	–	–	–
	2010–11	9	0%	11%	67%	22%	7	–	–	–	–	2	–	–	–	–
	2009–10	9	11%	22%	0%	67%	8	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 2–4)	2011–12	11	18%	36%	36%	9%	4	–	–	–	–	7	–	–	–	–
	2010–11	9	33%	22%	33%	11%	7	–	–	–	–	2	–	–	–	–
	2009–10	9	11%	67%	22%	0%	8	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 5–6)	2011–12	2	–	–	–	–	2	–	–	–	–	0				
	2010–11	3	–	–	–	–	1	–	–	–	–	2	–	–	–	–
	2009–10	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	2	–	–	–	–	2	–	–	–	–	0				
	2010–11	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
	2009–10	2	–	–	–	–	1	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				

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