

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-03-00-01-0008
 Name: Long Beach Senior High School
 Principal: Nicholas Restivo

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	412	410	431
Tenth	347	357	353
Eleventh	329	302	328
Twelfth	228	294	258
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1316	1363	1370

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	44	3.3%	49	3.6%	53	3.9%
Black (Not Hispanic)	170	12.9%	182	13.4%	168	12.3%
Hispanic	253	19.2%	269	19.7%	272	19.9%
White (Not Hispanic)	849	64.5%	863	63.3%	877	64.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	24	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	22	23
Mathematics Grade 10	19	22	22
Science Grade 10	21	23	23
Social Studies Grade 10	17	22	19

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	67	5.1%	70	5.1%	102	7.5%
Eligible for Free Lunch	158	12.0%	171	12.6%	156	11.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.9%		90.0%		91.0%
Student Suspensions	96	7.6%	191	14.5%	187	13.7%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	2.6%	3.2%	3.3%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	98%	98%	98%

Staff Counts

Staff	2003-04
Total Teachers	109
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	207	134	65%	247	169	68%	206	144	70%
Students with Disabilities	27	9	33%	36	16	44%	27	13	48%
All Students	234	143	61%	283	185	65%	233	157	67%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	134	82	3	3	7	4
Percent	58%	35%	1%	1%	3%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
27	13	12	39

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		8		20	1.8%
	Entered GED Program*	13		11		0	0.0%
	Total Noncompleters	27		19		20	1.8%
Students with Disabilities	Dropped Out	4		2		8	3.5%
	Entered GED Program*	4		1		0	0.0%
	Total Noncompleters	8		3		8	3.5%
All Students	Dropped Out	18	1.4%	10	0.7%	28	2.1%
	Entered GED Program*	17	1.3%	12	0.9%	0	0.0%
	Total Noncompleters	35	2.7%	22	1.6%	28	2.1%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1090	649	771
	Number of Students with Disabilities	226	151	182
	Number of All Students	1316	800	953
	Percent of Enrollment	100%	59%	70%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	2	#
Science	2	#	1	#	4	#
Reading	4	#	0	0%	0	0%
Writing	4	#	0	0%	0	0%
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	5	40%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	51%	47	45%	33	45%
Science	46	35%	39	36%	50	54%
Reading	20	65%	34	50%	24	58%
Writing	13	100%	33	79%	19	68%
Global Studies	17	6%	38	32%	29	24%
U.S. Hist & Gov't	14	43%	18	61%	24	38%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	325	331	326	44	59	39
Number Scoring 55-100	288	278	298	28	31	28
Number Scoring 65-100	260	264	282	20	27	26
Number Scoring 85-100	144	121	133	6	4	6
Percentage of Tested Scoring 55-100	89%	84%	91%	64%	53%	72%
Percentage of Tested Scoring 65-100	80%	80%	87%	45%	46%	67%
Percentage of Tested Scoring 85-100	44%	37%	41%	14%	7%	15%
Mathematics A						
Number Tested	33	366	384	8	64	63
Number Scoring 55-100	21	274	354	5	23	46
Number Scoring 65-100	17	242	309	3	19	30
Number Scoring 85-100	1	53	84	0	2	3
Percentage of Tested Scoring 55-100	64%	75%	92%	62%	36%	73%
Percentage of Tested Scoring 65-100	52%	66%	80%	38%	30%	48%
Percentage of Tested Scoring 85-100	3%	14%	22%	0%	3%	5%
Mathematics B						
Number Tested	0	0	165	0	0	7
Number Scoring 55-100	0	0	124	0	0	6
Number Scoring 65-100	0	0	108	0	0	4
Number Scoring 85-100	0	0	37	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	75%	0%	0%	86%
Percentage of Tested Scoring 65-100	0%	0%	65%	0%	0%	57%
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	0%
Global History and Geography						
Number Tested	314	348	337	42	64	64
Number Scoring 55-100	299	301	295	35	35	39
Number Scoring 65-100	256	292	257	25	32	30
Number Scoring 85-100	78	115	98	4	3	2
Percentage of Tested Scoring 55-100	95%	86%	88%	83%	55%	61%
Percentage of Tested Scoring 65-100	82%	84%	76%	60%	50%	47%
Percentage of Tested Scoring 85-100	25%	33%	29%	10%	5%	3%
U.S. History and Government						
Number Tested	322	314	315	45	50	48
Number Scoring 55-100	302	296	289	34	37	33
Number Scoring 65-100	271	289	273	23	36	31
Number Scoring 85-100	111	126	136	4	10	8
Percentage of Tested Scoring 55-100	94%	94%	92%	76%	74%	69%
Percentage of Tested Scoring 65-100	84%	92%	87%	51%	72%	65%
Percentage of Tested Scoring 85-100	34%	40%	43%	9%	20%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	287	306	427	36	41	82
Number Scoring 55-100	280	291	377	31	34	47
Number Scoring 65-100	272	283	347	28	30	37
Number Scoring 85-100	106	111	110	6	3	3
Percentage of Tested Scoring 55-100	98%	95%	88%	86%	83%	57%
Percentage of Tested Scoring 65-100	95%	92%	81%	78%	73%	45%
Percentage of Tested Scoring 85-100	37%	36%	26%	17%	7%	4%
Physical Setting/Earth Science						
Number Tested	234	235	175	45	31	12
Number Scoring 55-100	227	227	159	42	29	7
Number Scoring 65-100	217	215	140	38	25	3
Number Scoring 85-100	67	80	33	4	4	0
Percentage of Tested Scoring 55-100	97%	97%	91%	93%	94%	58%
Percentage of Tested Scoring 65-100	93%	91%	80%	84%	81%	25%
Percentage of Tested Scoring 85-100	29%	34%	19%	9%	13%	0%
Physical Setting/Chemistry						
Number Tested	175	202	206	8	16	17
Number Scoring 55-100	165	185	188	6	12	16
Number Scoring 65-100	125	143	150	5	9	8
Number Scoring 85-100	15	32	41	0	0	0
Percentage of Tested Scoring 55-100	94%	92%	91%	75%	75%	94%
Percentage of Tested Scoring 65-100	71%	71%	73%	62%	56%	47%
Percentage of Tested Scoring 85-100	9%	16%	20%	0%	0%	0%
Physical Setting/Physics						
Number Tested			65			2
Number Scoring 55-100			62			#
Number Scoring 65-100			52			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			95%			#
Percentage of Tested Scoring 65-100			80%			#
Percentage of Tested Scoring 85-100			14%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	31	23	29	0	0	0
Number Scoring 55-100	30	23	29	0	0	0
Number Scoring 65-100	30	23	29	0	0	0
Number Scoring 85-100	13	10	27	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	42%	43%	93%	0%	0%	0%
Comprehensive Italian						
Number Tested	17	33	22	1	1	2
Number Scoring 55-100	17	33	22	#	#	#
Number Scoring 65-100	17	33	22	#	#	#
Number Scoring 85-100	10	24	18	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	59%	73%	82%	#	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	2	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	162	159	192	7	8	8
Number Scoring 55-100	161	159	192	7	8	8
Number Scoring 65-100	161	157	192	7	7	8
Number Scoring 85-100	140	114	152	5	4	6
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	99%	100%	100%	88%	100%
Percentage of Tested Scoring 85-100	86%	72%	79%	71%	50%	75%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	178	183	5	6	15	2
Number Scoring 55-100	162	152	0	5	10	#
Number Scoring 65-100	152	142	0	5	9	#
Number Scoring 85-100	79	63	0	0	2	#
Percentage of Tested Scoring 55-100	91%	83%	0%	83%	67%	#
Percentage of Tested Scoring 65-100	85%	78%	0%	83%	60%	#
Percentage of Tested Scoring 85-100	44%	34%	0%	0%	13%	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	35	97%	39	92%	27	89%
Students with Disabilities	17	82%	16	75%	15	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	257	257	257	52	52	52	309	309	309
Number Scoring 55–64	10	4	6	8	2	2	18	6	8
Number Scoring 65–84	151	119	125	21	24	17	172	143	142
Number Scoring 85–100	70	115	113	2	9	8	72	124	121
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			45			1
Beginning (0-18)			5			#
Intermediate (19-31)			7			#
Advanced (32-36)			16			#
Proficient (37-39)			17			#
Reading and Writing (Grade 9-12)						
Number Tested			45			1
Beginning (0-14)			7			#
Intermediate (15-24)			7			#
Advanced (25-32)			23			#
Proficient (33-35)			8			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)