

The University of the State of New York  
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Long Beach City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	6	1	0	3	9	17	8	37	92%	68%
Hispanic	2	9	0	5	13	25	7	50	90%	64%
Asian or Pacific Islander	1	0	1	0	3	6	4	13	100%	77%
White	6	0	1	0	26	108	53	187	100%	86%
Total	15	10	2	8	51	156	72	287	97%	79%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	5	7	1	2	22	69	43	136	99%	82%
Male	10	3	1	6	29	87	29	151	96%	77%
Total	15	10	2	8	51	156	72	287	97%	79%
<b>Results by English Proficiency Status</b>										
English Proficient	15	0	2	8	50	147	68	273	97%	79%
Limited English Proficient	0	10	0	0	1	9	4	14	100%	93%
Total	15	10	2	8	51	156	72	287	97%	79%
<b>Results by Income Level</b>										
Economically Disadvantaged	10	10	0	5	26	43	16	90	94%	66%
Not Disadvantaged	5	0	2	3	25	113	56	197	98%	86%
Total	15	10	2	8	51	156	72	287	97%	79%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	15	10	2	8	51	156	72	287	97%	79%
Total	15	10	2	8	51	156	72	287	97%	79%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	6	0	3	1	12	14	8	35	97%	63%
Hispanic	2	0	0	1	2	33	24	60	98%	95%
Asian or Pacific Islander	1	0	0	0	0	5	10	15	100%	100%
White	6	0	3	0	15	70	101	186	100%	92%
Total	15	0	6	2	29	122	143	296	99%	90%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	5	0	2	1	19	47	77	144	99%	86%
Male	10	0	4	1	10	75	66	152	99%	93%
Total	15	0	6	2	29	122	143	296	99%	90%
<b>Results by English Proficiency Status</b>										
English Proficient	15	0	6	2	29	111	130	272	99%	89%
Limited English Proficient	0	0	0	0	0	11	13	24	100%	100%
Total	15	0	6	2	29	122	143	296	99%	90%
<b>Results by Income Level</b>										
Economically Disadvantaged	10	0	4	1	15	49	32	97	99%	84%
Not Disadvantaged	5	0	2	1	14	73	111	199	99%	92%
Total	15	0	6	2	29	122	143	296	99%	90%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	15	0	6	2	29	122	143	296	99%	90%
Total	15	0	6	2	29	122	143	296	99%	90%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	2	3	22	4	0	29	90%	14%
Hispanic	2	11	0	11	34	9	3	57	81%	21%
Asian or Pacific Islander	0	1	0	1	2	3	3	9	89%	67%
White	0	0	3	7	74	107	29	217	97%	63%
Total	3	12	5	22	132	123	35	312	93%	51%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	2	8	3	10	60	73	17	160	94%	56%
Male	1	4	2	12	72	50	18	152	92%	45%
Total	3	12	5	22	132	123	35	312	93%	51%
<b>Results by English Proficiency Status</b>										
English Proficient	3	0	5	19	127	123	35	304	94%	52%
Limited English Proficient	0	12	0	3	5	0	0	8	63%	0%
Total	3	12	5	22	132	123	35	312	93%	51%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	4	0	7	35	8	0	50	86%	16%
Not Disadvantaged	3	8	5	15	97	115	35	262	94%	57%
Total	3	12	5	22	132	123	35	312	93%	51%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	12	5	22	132	123	35	312	93%	51%
Total	3	12	5	22	132	123	35	312	93%	51%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	2	7	18	4	0	29	76%	14%
Hispanic	2	1	0	17	25	20	4	66	74%	36%
Asian or Pacific Islander	0	0	0	1	2	5	2	10	90%	70%
White	0	0	3	9	56	120	32	217	96%	70%
Total	3	1	5	34	101	149	38	322	89%	58%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	2	1	3	21	55	75	16	167	87%	54%
Male	1	0	2	13	46	74	22	155	92%	62%
Total	3	1	5	34	101	149	38	322	89%	58%
<b>Results by English Proficiency Status</b>										
English Proficient	3	0	5	24	96	146	38	304	92%	61%
Limited English Proficient	0	1	0	10	5	3	0	18	44%	17%
Total	3	1	5	34	101	149	38	322	89%	58%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	0	11	26	15	2	54	80%	31%
Not Disadvantaged	3	1	5	23	75	134	36	268	91%	63%
Total	3	1	5	34	101	149	38	322	89%	58%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	1	5	34	101	149	38	322	89%	58%
Total	3	1	5	34	101	149	38	322	89%	58%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	224	22	184	0	92%
Students with Disabilities	31	5	20	1	84%
<b>Total</b>	<b>255</b>	<b>27</b>	<b>204</b>	<b>1</b>	<b>91%</b>
Results by English Language Proficiency					
English Proficient	255	27	204	1	91%
Limited English Proficient	0	0	0	0	
<b>Total</b>	<b>255</b>	<b>27</b>	<b>204</b>	<b>1</b>	<b>91%</b>

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	224	18	193	0	94%
Students with Disabilities	31	2	24	4	97%
<b>Total</b>	<b>255</b>	<b>20</b>	<b>217</b>	<b>4</b>	<b>95%</b>

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>	296	255	6	0	15	0