

# 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	2002-03	2003-04	2004-05
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	410	431	380
Tenth	357	353	407
Eleventh	302	328	340
Twelfth	294	258	310
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1363	1370	1437

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	49	3.6%	53	3.9%	48	3.3%
Black (Not Hispanic)	182	13.4%	168	12.3%	177	12.3%
Hispanic	269	19.7%	272	19.9%	287	20.0%
White (Not Hispanic)	863	63.3%	877	64.0%	925	64.4%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	23	23
Mathematics Grade 10	22	22	21
Science Grade 10	23	23	20
Social Studies Grade 10	22	19	23

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	70	5.1%	102	7.5%	101	7.0%
<b>Eligible for Free Lunch</b>	171	12.6%	156	11.4%	167	11.6%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		90.0%		91.0%		94.0%
<b>Student Suspensions</b>	191	14.5%	187	13.7%	194	14.2%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	3.2%	3.3%	2.6%
<b>Public Assistance</b>	21-30%	21-30%	11-20%
<b>Student Stability</b>	98%	98%	99%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	110
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	247	206	257
	Regents Diplomas	169	144	203
	% Regents Diplomas	68%	70%	79%
	Regents Diplomas with Advanced Designation**			106
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	36	27	34
	Regents Diplomas	16	13	17
	% Regents Diplomas	44%	48%	50%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			15%
	IEP Diplomas or Local Certificates	15	12	17
All Students	Total Graduates*	283	233	291
	Regents Diplomas	185	157	220
	% Regents Diplomas	65%	67%	76%
	Regents Diplomas with Advanced Designation**			111
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	15	12	17

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	173	49	1	2	5	1	26	0
	Percent	67%	19%	0%	1%	2%	0%	10%	0%
Students with Disabilities	Number	12	15	0	0	3	0	4	0
	Percent	35%	44%	0%	0%	9%	0%	12%	0%
All Students	Number	185	64	1	2	8	1	30	0
	Percent	64%	22%	0%	1%	3%	0%	10%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		20	1.8%	10	0.9%
	Entered GED Program*	11		0	0.0%	2	0.2%
	Total Noncompleters	19		20	1.8%	12	1.1%
Students with Disabilities	Dropped Out	2		8	3.5%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		8	3.5%	0	0.0%
All Students	Dropped Out	10	0.7%	28	2.1%	10	0.7%
	Entered GED Program*	12	0.9%	0	0.0%	2	0.1%
	Total Noncompleters	22	1.6%	28	2.1%	12	0.9%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	649	771	1012
	Number of Students with Disabilities	151	182	153
	Number of All Students	800	953	1165
	Percent of Enrollment	59%	70%	81%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	1	#	4	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	45%	33	45%	3	#
Science	39	36%	50	54%	1	#
Reading	34	50%	24	58%	3	#
Writing	33	79%	19	68%	1	#
Global Studies	38	32%	29	24%	2	#
U.S. Hist & Gov't	18	61%	24	38%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	331	326	287	59	39	42
Number Scoring 55-100	278	298	261	31	28	29
Number Scoring 65-100	264	282	254	27	26	27
Number Scoring 85-100	121	133	98	4	6	0
Percentage of Tested Scoring 55-100	84%	91%	91%	53%	72%	69%
Percentage of Tested Scoring 65-100	80%	87%	89%	46%	67%	64%
Percentage of Tested Scoring 85-100	37%	41%	34%	7%	15%	0%
<b>Mathematics A</b>						
Number Tested	366	384	169	64	63	30
Number Scoring 55-100	274	354	153	23	46	22
Number Scoring 65-100	242	309	126	19	30	15
Number Scoring 85-100	53	84	31	2	3	3
Percentage of Tested Scoring 55-100	75%	92%	91%	36%	73%	73%
Percentage of Tested Scoring 65-100	66%	80%	75%	30%	48%	50%
Percentage of Tested Scoring 85-100	14%	22%	18%	3%	5%	10%
<b>Mathematics B</b>						
Number Tested	0	165	223	0	7	14
Number Scoring 55-100	0	124	171	0	6	11
Number Scoring 65-100	0	108	144	0	4	9
Number Scoring 85-100	0	37	41	0	0	1
Percentage of Tested Scoring 55-100	0%	75%	77%	0%	86%	79%
Percentage of Tested Scoring 65-100	0%	65%	65%	0%	57%	64%
Percentage of Tested Scoring 85-100	0%	22%	18%	0%	0%	7%
<b>Global History and Geography</b>						
Number Tested	348	337	310	64	64	35
Number Scoring 55-100	301	295	284	35	39	27
Number Scoring 65-100	292	257	257	32	30	20
Number Scoring 85-100	115	98	122	3	2	2
Percentage of Tested Scoring 55-100	86%	88%	92%	55%	61%	77%
Percentage of Tested Scoring 65-100	84%	76%	83%	50%	47%	57%
Percentage of Tested Scoring 85-100	33%	29%	39%	5%	3%	6%
<b>U.S. History and Government</b>						
Number Tested	314	315	290	50	48	41
Number Scoring 55-100	296	289	271	37	33	31
Number Scoring 65-100	289	273	252	36	31	29
Number Scoring 85-100	126	136	146	10	8	12
Percentage of Tested Scoring 55-100	94%	92%	93%	74%	69%	76%
Percentage of Tested Scoring 65-100	92%	87%	87%	72%	65%	71%
Percentage of Tested Scoring 85-100	40%	43%	50%	20%	17%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	306	427	335	41	82	35
Number Scoring 55-100	291	377	303	34	47	28
Number Scoring 65-100	283	347	280	30	37	19
Number Scoring 85-100	111	110	104	3	3	2
Percentage of Tested Scoring 55-100	95%	88%	90%	83%	57%	80%
Percentage of Tested Scoring 65-100	92%	81%	84%	73%	45%	54%
Percentage of Tested Scoring 85-100	36%	26%	31%	7%	4%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	235	175	208	31	12	22
Number Scoring 55-100	227	159	185	29	7	17
Number Scoring 65-100	215	140	164	25	3	13
Number Scoring 85-100	80	33	50	4	0	4
Percentage of Tested Scoring 55-100	97%	91%	89%	94%	58%	77%
Percentage of Tested Scoring 65-100	91%	80%	79%	81%	25%	59%
Percentage of Tested Scoring 85-100	34%	19%	24%	13%	0%	18%
<b>Physical Setting/Chemistry</b>						
Number Tested	202	206	187	16	17	8
Number Scoring 55-100	185	188	176	12	16	8
Number Scoring 65-100	143	150	140	9	8	5
Number Scoring 85-100	32	41	43	0	0	1
Percentage of Tested Scoring 55-100	92%	91%	94%	75%	94%	100%
Percentage of Tested Scoring 65-100	71%	73%	75%	56%	47%	62%
Percentage of Tested Scoring 85-100	16%	20%	23%	0%	0%	12%
<b>Physical Setting/Physics</b>						
Number Tested		65	84		2	3
Number Scoring 55-100		62	76		#	#
Number Scoring 65-100		52	63		#	#
Number Scoring 85-100		9	12		#	#
Percentage of Tested Scoring 55-100		95%	90%		#	#
Percentage of Tested Scoring 65-100		80%	75%		#	#
Percentage of Tested Scoring 85-100		14%	14%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	23	29	39	0	0	0
Number Scoring 55-100	23	29	39	0	0	0
Number Scoring 65-100	23	29	39	0	0	0
Number Scoring 85-100	10	27	22	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	93%	56%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	33	22	17	1	2	0
Number Scoring 55-100	33	22	17	#	#	0
Number Scoring 65-100	33	22	17	#	#	0
Number Scoring 85-100	24	18	10	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	73%	82%	59%	#	#	0%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	159	192	199	8	8	10
Number Scoring 55-100	159	192	196	8	8	10
Number Scoring 65-100	157	192	196	7	8	10
Number Scoring 85-100	114	152	152	4	6	5
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	100%	98%	88%	100%	100%
Percentage of Tested Scoring 85-100	72%	79%	76%	50%	75%	50%
<b>Comprehensive Latin</b>						
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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	242	242	242	48	48	48	290	290	290
Number Scoring 55–64	7	11	1	2	2	3	9	13	4
Number Scoring 65–84	114	101	111	22	18	23	136	119	134
Number Scoring 85–100	105	120	121	5	7	6	110	127	127
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		45	45		1	3
Beginning		5	2		#	#
Intermediate		7	19		#	#
Advanced		16	13		#	#
Proficient		17	11		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		45	45		1	3
Beginning		7	1		#	#
Intermediate		7	19		#	#
Advanced		23	6		#	#
Proficient		8	19		#	#

\*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)