

# 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	2000–2001	2001–2002	2002–2003
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	439	412	410
Tenth	353	347	357
Eleventh	247	329	302
Twelfth	228	228	294
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1267	1316	1363

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	44	3.5%	44	3.3%	49	3.6%
Black (Not Hispanic)	163	12.9%	170	12.9%	182	13.4%
Hispanic	236	18.6%	253	19.2%	269	19.7%
White (Not Hispanic)	824	65.0%	849	64.5%	863	63.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	0
Social Studies Grade 8	0	0	0
English Grade 10	21	22	22
Mathematics Grade 10	25	19	22
Science Grade 10	20	21	23
Social Studies Grade 10	18	17	22

(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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	60	4.7%	67	5.1%	70	5.1%
<b>Eligible for Free Lunch</b>	120	9.5%	158	12.0%	171	12.6%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		92.1%		90.9%		90.0%
<b>Student Suspensions</b>	141	11.2%	96	7.6%	191	14.5%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	1.5%	2.6%	3.2%
<b>Public Assistance</b>	1-10%	11-20%	21-30%
<b>Student Stability</b>	100%	98%	98%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	111
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	218	145	67%	207	134	65%	247	169	68%
Students with Disabilities	15	6	40%	27	9	33%	36	16	44%
All Students	233	151	65%	234	143	61%	283	185	65%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000–2001 school year include January, June and August 2001 graduates; data for the 2001–2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	168	87	11	5	6	6
Percent	59%	31%	4%	2%	2%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
36	16	15	51

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			14		8	
	Entered GED Program*			13		11	
	Total Noncompleters			27		19	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			4		1	
	Total Noncompleters			8		3	
All Students	Dropped Out	19	1.5%	18	1.4%	10	0.7%
	Entered GED Program*	0	0.0%	17	1.3%	12	0.9%
	Total Noncompleters	19	1.5%	35	2.7%	22	1.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		1090	649
	Number of Students with Disabilities		226	151
	Number of All Students		1316	800
	Percent of Enrollment		100%	59%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	0	0%
Science	44	45%	2	#	1	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	4	#	0	0%
Global Studies	32	53%	3	#	0	0%
U.S. Hist & Gov't	19	63%	5	40%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	45	47%	47	51%	47	45%
Science	61	30%	46	35%	39	36%
Reading	23	43%	20	65%	34	50%
Writing	17	82%	13	100%	33	79%
Global Studies	27	22%	17	6%	38	32%
U.S. Hist & Gov't	9	33%	14	43%	18	61%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	287	325	331	34	44	59
Number Scoring 55–100	253	288	278	19	28	31
Number Scoring 65–100	215	260	264	15	20	27
Number Scoring 85–100	84	144	121	1	6	4
Percentage of Tested Scoring 55–100	88%	89%	84%	56%	64%	53%
Percentage of Tested Scoring 65–100	75%	80%	80%	44%	45%	46%
Percentage of Tested Scoring 85–100	29%	44%	37%	3%	14%	7%
<b>Mathematics A</b>						
Number Tested	0	33	366	0	8	64
Number Scoring 55–100	0	21	274	0	5	23
Number Scoring 65–100	0	17	242	0	3	19
Number Scoring 85–100	0	1	53	0	0	2
Percentage of Tested Scoring 55–100	0%	64%	75%	0%	62%	36%
Percentage of Tested Scoring 65–100	0%	52%	66%	0%	38%	30%
Percentage of Tested Scoring 85–100	0%	3%	14%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	315	314	348	55	42	64
Number Scoring 55–100	306	299	301	49	35	35
Number Scoring 65–100	284	256	292	43	25	32
Number Scoring 85–100	143	78	115	3	4	3
Percentage of Tested Scoring 55–100	97%	95%	86%	89%	83%	55%
Percentage of Tested Scoring 65–100	90%	82%	84%	78%	60%	50%
Percentage of Tested Scoring 85–100	45%	25%	33%	5%	10%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	254	322	314	33	45	50
Number Scoring 55–100	233	302	296	26	34	37
Number Scoring 65–100	207	271	289	18	23	36
Number Scoring 85–100	112	111	126	4	4	10
Percentage of Tested Scoring 55–100	92%	94%	94%	79%	76%	74%
Percentage of Tested Scoring 65–100	81%	84%	92%	55%	51%	72%
Percentage of Tested Scoring 85–100	44%	34%	40%	12%	9%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	272	287	306	41	36	41
Number Scoring 55–100	267	280	291	39	31	34
Number Scoring 65–100	257	272	283	32	28	30
Number Scoring 85–100	77	106	111	3	6	3
Percentage of Tested Scoring 55–100	98%	98%	95%	95%	86%	83%
Percentage of Tested Scoring 65–100	94%	95%	92%	78%	78%	73%
Percentage of Tested Scoring 85–100	28%	37%	36%	7%	17%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	212	234	235	27	45	31
Number Scoring 55–100	200	227	227	21	42	29
Number Scoring 65–100	184	217	215	18	38	25
Number Scoring 85–100	76	67	80	7	4	4
Percentage of Tested Scoring 55–100	94%	97%	97%	78%	93%	94%
Percentage of Tested Scoring 65–100	87%	93%	91%	67%	84%	81%
Percentage of Tested Scoring 85–100	36%	29%	34%	26%	9%	13%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		175	202		8	16
Number Scoring 55–100		165	185		6	12
Number Scoring 65–100		125	143		5	9
Number Scoring 85–100		15	32		0	0
Percentage of Tested Scoring 55–100		94%	92%		75%	75%
Percentage of Tested Scoring 65–100		71%	71%		62%	56%
Percentage of Tested Scoring 85–100		9%	16%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	35	31	23	0	0	0
Number Scoring 55–100	34	30	23	0	0	0
Number Scoring 65–100	34	30	23	0	0	0
Number Scoring 85–100	19	13	10	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	42%	43%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	17	17	33	0	1	1
Number Scoring 55–100	17	17	33	0	#	#
Number Scoring 65–100	17	17	33	0	#	#
Number Scoring 85–100	16	10	24	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	94%	59%	73%	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	2	2	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	111	162	159	0	7	8
Number Scoring 55–100	111	161	159	0	7	8
Number Scoring 65–100	111	161	157	0	7	7
Number Scoring 85–100	99	140	114	0	5	4
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	0%	100%	88%
Percentage of Tested Scoring 85–100	89%	86%	72%	0%	71%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	283	285	66	28	32	10
Number Scoring 55–100	228	223	39	19	20	4
Number Scoring 65–100	202	185	32	16	15	4
Number Scoring 85–100	92	54	4	3	2	0
Percentage of Tested Scoring 55–100	81%	78%	59%	68%	62%	40%
Percentage of Tested Scoring 65–100	71%	65%	48%	57%	47%	40%
Percentage of Tested Scoring 85–100	33%	19%	6%	11%	6%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	166	178	183	8	6	15
Number Scoring 55–100	152	162	152	8	5	10
Number Scoring 65–100	140	152	142	8	5	9
Number Scoring 85–100	75	79	63	0	0	2
Percentage of Tested Scoring 55–100	92%	91%	83%	100%	83%	67%
Percentage of Tested Scoring 65–100	84%	85%	78%	100%	83%	60%
Percentage of Tested Scoring 85–100	45%	44%	34%	0%	0%	13%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	96%	35	97%	39	92%
Students with Disabilities	7	57%	17	82%	16	75%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	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

## 1999 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	55	55	55	312	312	312
Number Scoring 55–64	8	9	7	7	6	7	15	15	14
Number Scoring 65–84	104	135	131	26	23	28	130	158	159
Number Scoring 85–100	142	105	111	6	3	4	148	108	115
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)