



Long Beach Unified School District School Profile (2005-06)

School Name:	
Principal:	
Enrollment:	526
Grades Served:	K-5
PI Status:	Year 1

School Demographics

	School	LBUSD	State
African American	17%	18%	8%
American Indian/Alaska Native	0%	0%	1%
Asian	2%	9%	8%
Filipino	1%	4%	3%
Hispanic/Latino	77%	50%	48%
Pacific Islander	0%	2%	1%
White	3%	17%	31%
Socio-Economically Disadvantaged	99%	65%	49%
English Learner	50%	23%	24%
Reclassified Fluent English Proficient	17%	24%	11%
Students with Disabilities	17%	8%	10%
Fully-Credentialed Teachers	89%	94%	--
Parent Education (At Least a HS Graduate)	62%	75%	79%

STAR Performance (2 Years)

			Grade 2	Grade 3	Grade 4	Grade 5
CST- English Language Arts	School	2005	31%	16%	27%	21%
		2006	23%	19%	45%	23%
	LBUSD	2005	42%	31%	47%	42%
		2006	48%	36%	50%	42%
	State	2005	42%	31%	47%	43%
		2006	47%	36%	49%	43%
CST-Math	School	2005	49%	23%	42%	29%
		2006	57%	50%	62%	40%
	LBUSD	2005	58%	56%	48%	47%
		2006	59%	57%	59%	53%
	State	2005	58%	54%	50%	44%
		2006	59%	58%	54%	48%
CST-Science	School	2005	--	--	--	6%
		2006	--	--	--	18%
	LBUSD	2005	--	--	--	25%
		2006	--	--	--	31%
	State	2005	--	--	--	28%
		2006	--	--	--	32%

2006 NCLB Adequate Yearly Progress (AYP)

		Participation Rate (Target: 95%)			Proficiency Rate (Targets--ELA: 24.4; Math: 26.5)		
		School	LBUSD	State	School	LBUSD	State
		All Students	90%	98%	98%	31.3%	43.5%
African American	99%	97%	97%	36.4%	34.2%	31.7%	
Am. Indian/Alaska Native	--	97%	97%	--	58.6%	39.9%	
Asian	--	99%	99%	--	55.6%	68.2%	

English Language Arts	Filipino	--	100%	99%	--	65.7%	62.9%
	Hispanic/Latino	88%	98%	99%	28.9%	34.1%	29.9%
	Pacific Islander	100%	98%	99%	--	37.9%	42.5%
	White	--	99%	98%	--	70.6%	63.8%
	Socio-Econ. Disadvantaged	90%	98%	98%	31.3%	33.8%	29.4%
	English Learner	86%	98%	99%	25.9%	27.9%	24.8%
	Students with Disabilities	42%	83%	93%	--	18.7%	19.6%
Math	All Students	93%	99%	99%	58.7%	48.0%	48.0%
	African American	99%	98%	98%	61.4%	33.6%	30.2%
	Am. Indian/Alaska Native	--	99%	98%	--	50.0%	40.6%
	Asian	--	99%	99%	--	62.3%	76.4%
	Filipino	--	100%	99%	--	69.0%	64.9%
	Hispanic/Latino	92%	99%	99%	58.0%	42.2%	35.9%
	Pacific Islander	--	98%	99%	--	43.9%	45.8%
	White	--	99%	99%	--	68.8%	62.9%
	Socio-Econ. Disadvantaged	93%	99%	99%	58.7%	41.2%	35.8%
	English Learner	90%	99%	99%	57.8%	39.0%	34.8%
	Students with Disabilities	61%	90%	95%	--	20.2%	22.4%

2005-06 Academic Performance Index (API) Scores

<i>NCLB AYP Target: 590 or 1 pt. growth</i> <i>State Target: 5% of the difference between Base API Score and 800.</i>	School			LBUSD			State		
	2005 Base	2006 Growth	2005-06 Growth	2005 Base	2006 Growth	2005-06 Growth	2005 Base	2006 Growth	2005-06 Growth
All Students	674	684	10	713	724	11	709	720	11
African American	--	--	--	649	661	12	626	637	11
Am. Indian/Alaska Native	--	--	--	706	751	45	678	690	12
Asian	--	--	--	776	787	11	831	844	11
Filipino	--	--	--	820	831	11	797	809	12
Hispanic/Latino	648	667	19	679	690	11	642	654	12
Pacific Islander	--	--	--	679	697	18	700	713	13
White	--	--	--	824	835	11	790	801	11
Socio-Econ. Disadvantaged	666	684	18	679	687	8	641	652	11
English Learner	611	652	41	661	666	5	631	640	9
Students with Disabilities	--	--	--	490	488	-2	508	519	11

Title III Accountability

		School	LBUSD	State
Students Making Annual Progress in Learning English	Number of Annual CELDT Takers	232	20,743	--
	Percent with Required Scores	93.5%	98.7%	--
	Percent Meeting Target	57.6%	58.3%	--
	2005-06 Target	52.0%	52.0%	52.0%
Students Attaining English Proficiency on CELDT	Number of Annual CELDT Takers in Cohort	116	11,650	1,326,625
	Percent Meeting Target	34.5%	38.4%	44%
	2005-06 Target	31.4%	31.4%	31.4%

Summary of Student Performance

Strengths (Performance Highlights)	Weaknesses (Areas of Focus)
<ul style="list-style-type: none"> Met all API targets. Significant API growth with EL subgroup. Notable improvement in math scores across all grades. Substantial improvement in Grade 4 ELA scores. African American students surpassed school, district, and state averages in both ELA and math. Percent of students making annual progress in learning 	<ul style="list-style-type: none"> Missed AYP targets with Participation rate. Improved ELA scores, however, still below district averages. Second grade ELA scores declined. Improved Fifth grade science scores; however, still below district and state averages. Hispanic/Latino, English-learners, and students with disabilities scored below the school average.

English (moving up one CELDT level annually) is nearly at the district average.

- Percent of EL students attaining English proficiency on CELDT meets the state target, however, still below the district average.

Improving Student Performance

Recommended Focus Areas for 2006-07	Strategies for Success (How to achieve success?)
<p>A. School-Wide</p> <ul style="list-style-type: none"> • English-language arts; particularly in Reading Comprehension Writing Strategies. There is a pattern of the low performance in these areas across all grade levels. • Hispanic/Latino students who are English Learners and have disabilities in English-language arts. <p>B. Grade-Level Specific</p> <p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Writing Strategies • Algebra & Functions <p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Writing Strategies • Addition/Subtraction/Multiplication/Division • Algebra & Functions <p><u>Grade 4:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Writing Strategies and Applications • Operations/Factoring • Physical & Earth Science (From Gr.5 Science test) <p><u>Grade 5:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Writing Strategies 	<p>A. Setting measurable goals/objectives</p> <ol style="list-style-type: none"> 1. Specific: concrete, use action verbs 2. Measurable: numeric, descriptive, quantity, quality 3. Attainable: Feasible, limited in scope 4. Results-Focused: measures results, accomplishments 5. Timely: Includes target date, interim steps 6. Goal should answer: What, how, why, when <p>B. Providing Interventions</p> <ol style="list-style-type: none"> 1. Before-, during, after-school 2. Separate from, or embedded into, daily instruction 3. One-on-one, small group, school-wide 4. Resource allocation 5. Staff support, motivation <p>C. Monitoring Progress</p> <ol style="list-style-type: none"> 1. Identify students for intervention 2. Determine current levels of performance 3. Identify goals for learning 4. Measure student's progress regularly (weekly/monthly) 5. Compare expected and actual rates of learning 6. Adjust interventions/teaching, if needed <p>D. Establishing Accountability</p> <ol style="list-style-type: none"> 1. Who is responsible for doing what? 2. Conditions for satisfaction: How will you know? 3. Setting consequences for not meeting the expectation