

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-15-01-06-0000
 Name: Liverpool Central School District
 Superintendent: Jan Matousek

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	123	108	95
Kindergarten	603	610	590
First	590	611	586
Second	629	601	604
Third	600	646	606
Fourth	604	587	627
Fifth	671	606	576
Sixth	627	682	605
Ungraded Elementary	32	30	27
Seventh	696	636	669
Eighth	724	702	648
Ninth	669	777	723
Tenth	737	679	785
Eleventh	660	721	659
Twelfth	641	633	675
Ungraded Secondary	7	0	0
Total K-12 Enrollment	8490	8521	8380

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	288	3.4%	280	3.3%	266	3.2%
Black (Not Hispanic)	551	6.5%	617	7.2%	679	8.1%
Hispanic	145	1.7%	143	1.7%	155	1.8%
White (Not Hispanic)	7506	88.4%	7481	87.8%	7280	86.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	21	20
Common Branch	22	22	21
English Grade 8	23	27	24
Mathematics Grade 8	23	27	24
Science Grade 8	23	27	23
Social Studies Grade 8	23	27	24
English Grade 10	25	26	24
Mathematics Grade 10	21	20	21
Science Grade 10	23	23	23
Social Studies Grade 10	22	24	24

(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
NA	NA

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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	85	1.0%	105	1.2%	102	1.2%
Eligible for Free Lunch	1051	12.4%	1169	13.7%	1040	12.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		95.7%		95.3%
Student Suspensions	468	5.4%	614	7.2%	660	7.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.7%	6.3%	5.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	625
Total Other Professional Staff	95
Total Paraprofessionals	255
Teaching Out of Certification*	11

*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*	515	481	472
	Regents Diplomas	379	353	432
	% Regents Diplomas	74%	73%	92%
	Regents Diplomas with Advanced Designation**			275
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	64	57	60
	Regents Diplomas	22	12	35
	% Regents Diplomas	34%	21%	58%
	Regents Diplomas with Advanced Designation**			12
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	10	14	18
All Students	Total Graduates*	579	538	532
	Regents Diplomas	401	365	467
	% Regents Diplomas	69%	68%	88%
	Regents Diplomas with Advanced Designation**			287
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates	10	14	18

* 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	292	139	6	8	25	0	0	2
	Percent	62%	29%	1%	2%	5%	0%	0%	0%
Students with Disabilities	Number	17	32	1	3	7	0	0	0
	Percent	28%	53%	2%	5%	12%	0%	0%	0%
All Students	Number	309	171	7	11	32	0	0	2
	Percent	58%	32%	1%	2%	6%	0%	0%	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	67		38	1.6%	63	2.7%
	Entered GED Program*	48		31	1.3%	50	2.2%
	Total Noncompleters	115		69	3.0%	113	4.9%
Students with Disabilities	Dropped Out	3		5	1.1%	16	3.4%
	Entered GED Program*	1		14	3.2%	24	5.1%
	Total Noncompleters	4		19	4.3%	40	8.5%
All Students	Dropped Out	70	2.6%	43	1.6%	79	2.8%
	Entered GED Program*	49	1.8%	45	1.6%	74	2.7%
	Total Noncompleters	119	4.4%	88	3.2%	153	5.5%

*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	565	532	685
	Number of Students with Disabilities	166	131	195
	Number of All Students	731	663	880
	Percent of Enrollment	36%	33%	46%
9-12	Number of General-Education Students	105	85	116
	Number of Students with Disabilities	40	37	41
	Number of All Students	145	122	157
	Percent of Enrollment	5%	4%	6%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	148	93%	160	94%	122	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	423	97%	398	93%	362	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	7	100%	6	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	23	87%	21	71%	26	81%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	2	#	3	#
Science	5	80%	1	#	1	#
Reading	4	#	1	#	1	#
Writing	3	#	1	#	2	#
Global Studies	8	25%	3	#	2	#
U.S. Hist & Gov't	4	#	0	0%	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	86	93%	35	86%	29	93%
Science	32	56%	10	80%	11	73%
Reading	24	92%	24	88%	19	63%
Writing	21	81%	30	77%	20	90%
Global Studies	65	54%	25	44%	7	0%
U.S. Hist & Gov't	25	60%	20	60%	18	22%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	637	665	592	66	102	83
Number Scoring 55-100	589	605	531	45	66	47
Number Scoring 65-100	541	560	465	31	53	36
Number Scoring 85-100	254	301	168	4	15	2
Percentage of Tested Scoring 55-100	92%	91%	90%	68%	65%	57%
Percentage of Tested Scoring 65-100	85%	84%	79%	47%	52%	43%
Percentage of Tested Scoring 85-100	40%	45%	28%	6%	15%	2%
Mathematics A						
Number Tested	1152	628	657	146	55	96
Number Scoring 55-100	952	605	621	73	42	69
Number Scoring 65-100	872	569	571	53	35	52
Number Scoring 85-100	552	254	215	19	7	3
Percentage of Tested Scoring 55-100	83%	96%	95%	50%	76%	72%
Percentage of Tested Scoring 65-100	76%	91%	87%	36%	64%	54%
Percentage of Tested Scoring 85-100	48%	40%	33%	13%	13%	3%
Mathematics B						
Number Tested	0	325	455	0	16	23
Number Scoring 55-100	0	289	358	0	13	15
Number Scoring 65-100	0	241	294	0	9	10
Number Scoring 85-100	0	73	47	0	1	0
Percentage of Tested Scoring 55-100	0%	89%	79%	0%	81%	65%
Percentage of Tested Scoring 65-100	0%	74%	65%	0%	56%	43%
Percentage of Tested Scoring 85-100	0%	22%	10%	0%	6%	0%
Global History and Geography						
Number Tested	735	699	665	111	95	100
Number Scoring 55-100	628	625	629	65	71	88
Number Scoring 65-100	551	560	549	43	58	62
Number Scoring 85-100	173	241	235	6	6	12
Percentage of Tested Scoring 55-100	85%	89%	95%	59%	75%	88%
Percentage of Tested Scoring 65-100	75%	80%	83%	39%	61%	62%
Percentage of Tested Scoring 85-100	24%	34%	35%	5%	6%	12%
U.S. History and Government						
Number Tested	663	636	585	77	89	67
Number Scoring 55-100	640	600	538	62	70	47
Number Scoring 65-100	592	548	503	46	55	40
Number Scoring 85-100	250	304	276	7	19	9
Percentage of Tested Scoring 55-100	97%	94%	92%	81%	79%	70%
Percentage of Tested Scoring 65-100	89%	86%	86%	60%	62%	60%
Percentage of Tested Scoring 85-100	38%	48%	47%	9%	21%	13%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	630	587	667	88	66	90
Number Scoring 55-100	589	569	644	66	58	78
Number Scoring 65-100	546	521	598	52	42	63
Number Scoring 85-100	142	122	155	6	2	5
Percentage of Tested Scoring 55-100	93%	97%	97%	75%	88%	87%
Percentage of Tested Scoring 65-100	87%	89%	90%	59%	64%	70%
Percentage of Tested Scoring 85-100	23%	21%	23%	7%	3%	6%
Physical Setting/Earth Science						
Number Tested	658	756	672	88	96	100
Number Scoring 55-100	612	697	621	77	80	77
Number Scoring 65-100	546	634	568	60	66	56
Number Scoring 85-100	260	272	260	13	15	16
Percentage of Tested Scoring 55-100	93%	92%	92%	88%	83%	77%
Percentage of Tested Scoring 65-100	83%	84%	85%	68%	69%	56%
Percentage of Tested Scoring 85-100	40%	36%	39%	15%	16%	16%
Physical Setting/Chemistry						
Number Tested	433	459	391	16	29	14
Number Scoring 55-100	403	416	366	14	21	13
Number Scoring 65-100	312	318	280	10	17	10
Number Scoring 85-100	35	62	48	0	0	1
Percentage of Tested Scoring 55-100	93%	91%	94%	88%	72%	93%
Percentage of Tested Scoring 65-100	72%	69%	72%	62%	59%	71%
Percentage of Tested Scoring 85-100	8%	14%	12%	0%	0%	7%
Physical Setting/Physics						
Number Tested		0	4		0	1
Number Scoring 55-100		0	#		0	#
Number Scoring 65-100		0	#		0	#
Number Scoring 85-100		0	#		0	#
Percentage of Tested Scoring 55-100		0%	#		0%	#
Percentage of Tested Scoring 65-100		0%	#		0%	#
Percentage of Tested Scoring 85-100		0%	#		0%	#

* 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
Comprehensive French						
Number Tested	104	76	110	2	1	1
Number Scoring 55-100	102	76	109	#	#	#
Number Scoring 65-100	102	76	107	#	#	#
Number Scoring 85-100	62	41	68	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	98%	100%	97%	#	#	#
Percentage of Tested Scoring 85-100	60%	54%	62%	#	#	#
Comprehensive Italian						
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 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	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 Spanish						
Number Tested	359	315	365	11	6	9
Number Scoring 55-100	352	298	357	11	5	9
Number Scoring 65-100	345	284	346	10	4	9
Number Scoring 85-100	224	173	233	3	1	1
Percentage of Tested Scoring 55-100	98%	95%	98%	100%	83%	100%
Percentage of Tested Scoring 65-100	96%	90%	95%	91%	67%	100%
Percentage of Tested Scoring 85-100	62%	55%	64%	27%	17%	11%
Comprehensive Latin						
Number Tested	8	13	23	0	0	1
Number Scoring 55-100	8	13	23	0	0	#
Number Scoring 65-100	8	13	22	0	0	#
Number Scoring 85-100	3	9	7	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	69%	30%	0%	0%	#

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	482	5%	4%	56%	36%
	Students with Disabilities	91	18%	23%	53%	7%
	All Students	573	7%	7%	55%	31%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	518	0%	17%	65%	18%
	Students with Disabilities	109	6%	54%	39%	1%
	All Students	627	1%	23%	61%	15%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	4	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
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	545	545	545	96	96	96	641	641	641
Number Scoring 55–64	28	24	14	8	10	8	36	34	22
Number Scoring 65–84	296	195	261	43	33	43	339	228	304
Number Scoring 85–100	161	274	249	6	17	17	167	291	266
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
Listening and Speaking (Grade K-1)						
Number Tested		35	35		4	2
Beginning		0	0		#	#
Intermediate		3	12		#	#
Advanced		9	8		#	#
Proficient		23	15		#	#
Reading and Writing (Grade K-1)						
Number Tested		35	35		4	2
Beginning		4	9		#	#
Intermediate		4	10		#	#
Advanced		16	7		#	#
Proficient		11	9		#	#
Listening and Speaking (Grade 2-4)						
Number Tested		32	33		4	2
Beginning		1	0		#	#
Intermediate		1	0		#	#
Advanced		5	9		#	#
Proficient		25	24		#	#
Reading and Writing (Grade 2-4)						
Number Tested		32	33		4	2
Beginning		1	0		#	#
Intermediate		11	2		#	#
Advanced		9	15		#	#
Proficient		11	16		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		11	7		0	1
Beginning		0	0		0	#
Intermediate		2	1		0	#
Advanced		3	0		0	#
Proficient		6	6		0	#
Reading and Writing (Grade 5-6)						
Number Tested		11	7		0	1
Beginning		1	0		0	#
Intermediate		2	1		0	#
Advanced		6	3		0	#
Proficient		2	3		0	#

*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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested		10	8		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		3	1		0	0
Proficient		7	7		0	0
Reading and Writing (Grade 7-8)						
Number Tested		10	8		0	0
Beginning		0	0		0	0
Intermediate		1	0		0	0
Advanced		7	2		0	0
Proficient		2	6		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		10	19		0	0
Beginning		0	0		0	0
Intermediate		0	2		0	0
Advanced		9	10		0	0
Proficient		1	7		0	0
Reading and Writing (Grade 9-12)						
Number Tested		10	20		0	0
Beginning		0	0		0	0
Intermediate		3	2		0	0
Advanced		7	11		0	0
Proficient		0	7		0	0

*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)