

# 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	2000–2001	2001–2002	2002–2003
Pre-K	79	122	123
Kindergarten	621	597	603
First	629	635	590
Second	611	624	629
Third	681	614	600
Fourth	639	670	604
Fifth	660	642	671
Sixth	700	688	627
Ungraded Elementary	40	31	32
Seventh	651	726	696
Eighth	714	638	724
Ninth	715	730	669
Tenth	719	709	737
Eleventh	676	690	660
Twelfth	580	630	641
Ungraded Secondary	7	7	7
Total K-12 Enrollment	8643	8631	8490

## 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	268	3.1%	294	3.4%	288	3.4%
Black (Not Hispanic)	509	5.9%	530	6.1%	551	6.5%
Hispanic	118	1.4%	136	1.6%	145	1.7%
White (Not Hispanic)	7748	89.6%	7671	88.9%	7506	88.4%

## Average Class Size

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

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	90	1.0%	118	1.4%	85	1.0%
Eligible for Free Lunch	1055	12.2%	1034	12.0%	1051	12.4%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.6%		95.4%		95.3%
Student Suspensions	294	3.4%	181	2.1%	468	5.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	5.0%	5.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	620
Total Other Professional Staff	102
Total Paraprofessionals	253
Teaching Out of Certification*	20
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	482	345	72%	467	368	79%	515	379	74%
Students with Disabilities	35	4	11%	45	15	33%	64	22	34%
All Students	517	349	68%	512	383	75%	579	401	69%

\*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	281	168	6	11	16	97
Percent	49%	29%	1%	2%	3%	17%

## 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)
64	22	10	74

\*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			50		67	
	Entered GED Program*			38		48	
	Total Noncompleters			88		115	
Students with Disabilities	Dropped Out			9		3	
	Entered GED Program*			6		1	
	Total Noncompleters			15		4	
All Students	Dropped Out	41	1.5%	59	2.1%	70	2.6%
	Entered GED Program*	62	2.3%	44	1.6%	49	1.8%
	Total Noncompleters	103	3.8%	103	3.7%	119	4.4%

\*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		172	565
	Number of Students with Disabilities		39	166
	Number of All Students		211	731
	Percent of Enrollment		10%	36%
9-12	Number of General-Education Students		130	105
	Number of Students with Disabilities		0	40
	Number of All Students		130	145
	Percent of Enrollment		5%	5%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	141	86%	124	94%	148	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	399	81%	354	95%	423	97%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	8	75%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	80%	14	93%	23	87%

(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	0	0%	10	100%	14	100%
Science	1	#	6	83%	5	80%
Reading	0	0%	0	0%	4	#
Writing	0	0%	1	#	3	#
Global Studies	7	71%	4	#	8	25%
U.S. Hist & Gov't	3	#	4	#	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	64%	30	83%	86	93%
Science	17	53%	25	60%	32	56%
Reading	10	60%	4	#	24	92%
Writing	7	100%	4	#	21	81%
Global Studies	24	54%	28	46%	65	54%
U.S. Hist & Gov't	3	#	10	60%	25	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	645	584	637	67	65	66
Number Scoring 55–100	626	547	589	59	58	45
Number Scoring 65–100	561	490	541	45	45	31
Number Scoring 85–100	172	213	254	4	2	4
Percentage of Tested Scoring 55–100	97%	94%	92%	88%	89%	68%
Percentage of Tested Scoring 65–100	87%	84%	85%	67%	69%	47%
Percentage of Tested Scoring 85–100	27%	36%	40%	6%	3%	6%
<b>Mathematics A</b>						
Number Tested	47	82	1152	23	31	146
Number Scoring 55–100	10	24	952	4	6	73
Number Scoring 65–100	9	10	872	3	2	53
Number Scoring 85–100	0	3	552	0	1	19
Percentage of Tested Scoring 55–100	21%	29%	83%	17%	19%	50%
Percentage of Tested Scoring 65–100	19%	12%	76%	13%	6%	36%
Percentage of Tested Scoring 85–100	0%	4%	48%	0%	3%	13%
<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	624	665	735	65	82	111
Number Scoring 55–100	617	601	628	62	63	65
Number Scoring 65–100	569	503	551	57	40	43
Number Scoring 85–100	222	133	173	10	4	6
Percentage of Tested Scoring 55–100	99%	90%	85%	95%	77%	59%
Percentage of Tested Scoring 65–100	91%	76%	75%	88%	49%	39%
Percentage of Tested Scoring 85–100	36%	20%	24%	15%	5%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	683	639	663	66	70	77
Number Scoring 55–100	619	594	640	48	59	62
Number Scoring 65–100	578	535	592	39	45	46
Number Scoring 85–100	225	177	250	10	9	7
Percentage of Tested Scoring 55–100	91%	93%	97%	73%	84%	81%
Percentage of Tested Scoring 65–100	85%	84%	89%	59%	64%	60%
Percentage of Tested Scoring 85–100	33%	28%	38%	15%	13%	9%

(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	540	578	630	43	53	88
Number Scoring 55–100	532	569	589	40	50	66
Number Scoring 65–100	507	546	546	37	46	52
Number Scoring 85–100	82	107	142	1	0	6
Percentage of Tested Scoring 55–100	99%	98%	93%	93%	94%	75%
Percentage of Tested Scoring 65–100	94%	94%	87%	86%	87%	59%
Percentage of Tested Scoring 85–100	15%	19%	23%	2%	0%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	605	720	658	75	111	88
Number Scoring 55–100	539	693	612	53	96	77
Number Scoring 65–100	506	621	546	44	72	60
Number Scoring 85–100	229	264	260	7	16	13
Percentage of Tested Scoring 55–100	89%	96%	93%	71%	86%	88%
Percentage of Tested Scoring 65–100	84%	86%	83%	59%	65%	68%
Percentage of Tested Scoring 85–100	38%	37%	40%	9%	14%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		403	433		17	16
Number Scoring 55–100		387	403		17	14
Number Scoring 65–100		328	312		14	10
Number Scoring 85–100		54	35		1	0
Percentage of Tested Scoring 55–100		96%	93%		100%	88%
Percentage of Tested Scoring 65–100		81%	72%		82%	62%
Percentage of Tested Scoring 85–100		13%	8%		6%	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	112	84	104	2	0	2
Number Scoring 55–100	112	82	102	#	0	#
Number Scoring 65–100	111	76	102	#	0	#
Number Scoring 85–100	62	22	62	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	98%	#	0%	#
Percentage of Tested Scoring 65–100	99%	90%	98%	#	0%	#
Percentage of Tested Scoring 85–100	55%	26%	60%	#	0%	#
<b>Comprehensive Italian</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 German</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	322	328	359	4	2	11
Number Scoring 55–100	320	321	352	#	#	11
Number Scoring 65–100	316	314	345	#	#	10
Number Scoring 85–100	204	189	224	#	#	3
Percentage of Tested Scoring 55–100	99%	98%	98%	#	#	100%
Percentage of Tested Scoring 65–100	98%	96%	96%	#	#	91%
Percentage of Tested Scoring 85–100	63%	58%	62%	#	#	27%
<b>Comprehensive Latin</b>						
Number Tested	11	26	8	1	0	0
Number Scoring 55–100	11	26	8	#	0	0
Number Scoring 65–100	10	26	8	#	0	0
Number Scoring 85–100	8	12	3	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	73%	46%	38%	#	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	557	558	227	37	35	29
Number Scoring 55–100	467	438	162	24	17	10
Number Scoring 65–100	427	383	149	20	14	8
Number Scoring 85–100	211	170	84	6	1	1
Percentage of Tested Scoring 55–100	84%	78%	71%	65%	49%	34%
Percentage of Tested Scoring 65–100	77%	69%	66%	54%	40%	28%
Percentage of Tested Scoring 85–100	38%	30%	37%	16%	3%	3%
<b>Sequential Mathematics, Course III</b>						
Number Tested	393	396	26	10	11	2
Number Scoring 55–100	344	366	16	8	11	#
Number Scoring 65–100	319	345	8	7	10	#
Number Scoring 85–100	175	194	1	2	4	#
Percentage of Tested Scoring 55–100	88%	92%	62%	80%	100%	#
Percentage of Tested Scoring 65–100	81%	87%	31%	70%	91%	#
Percentage of Tested Scoring 85–100	45%	49%	4%	20%	36%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	88%	26	100%	5	100%
Students with Disabilities	17	76%	11	100%	3	#

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	569	3%	7%	73%	17%
	Students with Disabilities	96	4%	18%	72%	6%
	All Students	665	3%	9%	73%	15%

### 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	595	1%	18%	64%	17%
	Students with Disabilities	107	7%	57%	34%	3%
	All Students	702	2%	24%	59%	15%

(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	550	550	550	84	84	84	634	634	634
Number Scoring 55–64	13	28	16	12	11	9	25	39	25
Number Scoring 65–84	296	320	325	44	38	50	340	358	375
Number Scoring 85–100	219	159	184	10	6	5	229	165	189
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)