

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-15-01-06-0011
 Name: Liverpool High School
 Principal: Terry Macnabb

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	730	669	777
Tenth	709	737	679
Eleventh	690	660	721
Twelfth	630	641	633
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2759	2707	2810

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	71	2.6%	83	3.1%	85	3.0%
Black (Not Hispanic)	130	4.7%	156	5.8%	197	7.0%
Hispanic	35	1.3%	41	1.5%	46	1.6%
White (Not Hispanic)	2523	91.4%	2427	89.7%	2482	88.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	25	26
Mathematics Grade 10	22	20	20
Science Grade 10	24	23	23
Social Studies Grade 10	25	22	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	0.5%	15	0.6%	21	0.8%
Eligible for Free Lunch	192	7.0%	164	6.1%	209	7.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		94.0%		95.1%
Student Suspensions	0	0.0%	307	11.1%	450	16.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	2.9%	2.9%	4.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	191
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	467	368	79%	515	379	74%	481	353	73%
Students with Disabilities	45	15	33%	64	22	34%	57	12	21%
All Students	512	383	75%	579	401	69%	538	365	68%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	271	186	13	12	34	22
Percent	50%	35%	2%	2%	6%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
57	12	14	71

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	50		67		38	1.6%
	Entered GED Program*	37		48		31	1.3%
	Total Noncompleters	87		115		69	3.0%
Students with Disabilities	Dropped Out	9		3		5	1.1%
	Entered GED Program*	6		1		14	3.2%
	Total Noncompleters	15		4		19	4.3%
All Students	Dropped Out	59	2.1%	70	2.6%	43	1.6%
	Entered GED Program*	43	1.6%	49	1.8%	45	1.6%
	Total Noncompleters	102	3.7%	119	4.4%	88	3.2%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	130	105	85
	Number of Students with Disabilities	0	40	37
	Number of All Students	130	145	122
	Percent of Enrollment	5%	5%	4%

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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	30	100%
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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	14	100%	2	#
Science	6	83%	5	80%	1	#
Reading	0	0%	4	#	1	#
Writing	1	#	3	#	1	#
Global Studies	4	#	8	25%	3	#
U.S. Hist & Gov't	4	#	4	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	83%	86	93%	35	86%
Science	25	60%	32	56%	10	80%
Reading	4	#	24	92%	24	88%
Writing	4	#	21	81%	30	77%
Global Studies	28	46%	65	54%	25	44%
U.S. Hist & Gov't	10	60%	25	60%	20	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	584	637	665	65	66	102
Number Scoring 55-100	547	589	605	58	45	66
Number Scoring 65-100	490	541	560	45	31	53
Number Scoring 85-100	213	254	301	2	4	15
Percentage of Tested Scoring 55-100	94%	92%	91%	89%	68%	65%
Percentage of Tested Scoring 65-100	84%	85%	84%	69%	47%	52%
Percentage of Tested Scoring 85-100	36%	40%	45%	3%	6%	15%
Mathematics A						
Number Tested	82	1152	628	31	146	55
Number Scoring 55-100	24	952	605	6	73	42
Number Scoring 65-100	10	872	569	2	53	35
Number Scoring 85-100	3	552	254	1	19	7
Percentage of Tested Scoring 55-100	29%	83%	96%	19%	50%	76%
Percentage of Tested Scoring 65-100	12%	76%	91%	6%	36%	64%
Percentage of Tested Scoring 85-100	4%	48%	40%	3%	13%	13%
Mathematics B						
Number Tested	0	0	325	0	0	16
Number Scoring 55-100	0	0	289	0	0	13
Number Scoring 65-100	0	0	241	0	0	9
Number Scoring 85-100	0	0	73	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	89%	0%	0%	81%
Percentage of Tested Scoring 65-100	0%	0%	74%	0%	0%	56%
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	6%
Global History and Geography						
Number Tested	665	735	699	82	111	95
Number Scoring 55-100	601	628	625	63	65	71
Number Scoring 65-100	503	551	560	40	43	58
Number Scoring 85-100	133	173	241	4	6	6
Percentage of Tested Scoring 55-100	90%	85%	89%	77%	59%	75%
Percentage of Tested Scoring 65-100	76%	75%	80%	49%	39%	61%
Percentage of Tested Scoring 85-100	20%	24%	34%	5%	5%	6%
U.S. History and Government						
Number Tested	639	663	636	70	77	89
Number Scoring 55-100	594	640	600	59	62	70
Number Scoring 65-100	535	592	548	45	46	55
Number Scoring 85-100	177	250	304	9	7	19
Percentage of Tested Scoring 55-100	93%	97%	94%	84%	81%	79%
Percentage of Tested Scoring 65-100	84%	89%	86%	64%	60%	62%
Percentage of Tested Scoring 85-100	28%	38%	48%	13%	9%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	578	630	587	53	88	66
Number Scoring 55-100	569	589	569	50	66	58
Number Scoring 65-100	546	546	521	46	52	42
Number Scoring 85-100	107	142	122	0	6	2
Percentage of Tested Scoring 55-100	98%	93%	97%	94%	75%	88%
Percentage of Tested Scoring 65-100	94%	87%	89%	87%	59%	64%
Percentage of Tested Scoring 85-100	19%	23%	21%	0%	7%	3%
Physical Setting/Earth Science						
Number Tested	720	658	756	111	88	96
Number Scoring 55-100	693	612	697	96	77	80
Number Scoring 65-100	621	546	634	72	60	66
Number Scoring 85-100	264	260	272	16	13	15
Percentage of Tested Scoring 55-100	96%	93%	92%	86%	88%	83%
Percentage of Tested Scoring 65-100	86%	83%	84%	65%	68%	69%
Percentage of Tested Scoring 85-100	37%	40%	36%	14%	15%	16%
Physical Setting/Chemistry						
Number Tested	403	433	459	17	16	29
Number Scoring 55-100	387	403	416	17	14	21
Number Scoring 65-100	328	312	318	14	10	17
Number Scoring 85-100	54	35	62	1	0	0
Percentage of Tested Scoring 55-100	96%	93%	91%	100%	88%	72%
Percentage of Tested Scoring 65-100	81%	72%	69%	82%	62%	59%
Percentage of Tested Scoring 85-100	13%	8%	14%	6%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
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 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	84	104	76	0	2	1
Number Scoring 55-100	82	102	76	0	#	#
Number Scoring 65-100	76	102	76	0	#	#
Number Scoring 85-100	22	62	41	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	90%	98%	100%	0%	#	#
Percentage of Tested Scoring 85-100	26%	60%	54%	0%	#	#
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	1	0	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%
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	328	359	315	2	11	6
Number Scoring 55-100	321	352	298	#	11	5
Number Scoring 65-100	314	345	284	#	10	4
Number Scoring 85-100	189	224	173	#	3	1
Percentage of Tested Scoring 55-100	98%	98%	95%	#	100%	83%
Percentage of Tested Scoring 65-100	96%	96%	90%	#	91%	67%
Percentage of Tested Scoring 85-100	58%	62%	55%	#	27%	17%
Comprehensive Latin						
Number Tested	26	8	13	0	0	0
Number Scoring 55-100	26	8	13	0	0	0
Number Scoring 65-100	26	8	13	0	0	0
Number Scoring 85-100	12	3	9	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	46%	38%	69%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	396	26	34	11	2	0
Number Scoring 55-100	366	16	26	11	#	0
Number Scoring 65-100	345	8	23	10	#	0
Number Scoring 85-100	194	1	6	4	#	0
Percentage of Tested Scoring 55-100	92%	62%	76%	100%	#	0%
Percentage of Tested Scoring 65-100	87%	31%	68%	91%	#	0%
Percentage of Tested Scoring 85-100	49%	4%	18%	36%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	26	100%	5	100%	0	0%
Students with Disabilities	11	100%	3	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	504	504	504	77	77	77	581	581	581
Number Scoring 55–64	15	8	12	14	11	8	29	19	20
Number Scoring 65–84	333	238	264	34	30	41	367	268	305
Number Scoring 85–100	127	224	212	4	9	6	131	233	218
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			9			0
Proficient (37-39)			1			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			7			0
Proficient (33-35)			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)