



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **LIVERPOOL CENTRAL SCHOOL  
DISTRICT**

District ID **421501060000**

Superintendent **JANICE MATOUSEK**

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Grades **PK-12**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	108	95	105
Kindergarten	610	590	556
Grade 1	611	586	562
Grade 2	601	604	580
Grade 3	646	606	595
Grade 4	587	627	604
Grade 5	606	576	641
Grade 6	682	605	615
Ungraded Elementary	30	27	0
Grade 7	636	669	644
Grade 8	702	648	672
Grade 9	777	723	673
Grade 10	679	785	704
Grade 11	721	659	728
Grade 12	633	675	606
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>8521</b>	<b>8380</b>	<b>8180</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	22	21	22
<b>Grade 8</b>			
English	27	24	24
Mathematics	27	24	24
Science	27	23	24
Social Studies	27	24	24
<b>Grade 10</b>			
English	26	24	23
Mathematics	20	21	22
Science	23	23	24
Social Studies	24	24	22

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District LIVERPOOL CENTRAL SCHOOL DISTRICT

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1169	14%	1040	12%	1227	15%
Reduced-Price Lunch	536	6%	479	6%	595	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	105	1%	102	1%	101	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	55	1%	42	1%	50	1%
Black or African American	617	7%	679	8%	682	8%
Hispanic or Latino	143	2%	155	2%	165	2%
Asian or Native Hawaiian/Other Pacific Islander	225	3%	224	3%	251	3%
White	7481	88%	7280	87%	7032	86%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		95%		95%
Student Suspensions	614	N/A	660	8%	689	8%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1592	1548	2389
Percent Not Taught by Highly Qualified Teachers	4%	3%	1%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	5	9	6
Percent with No Valid Teaching Certificate	1%	1%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	9	11	11
Percentage of Total	1%	2%	2%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	23%	24%	23%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	626	625	630
Total Other Professional Staff	78	77	72
Total Paraprofessionals*	260	255	135
Assistant Principals	2	2	2
Principals	16	16	16

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**

**2006–07**

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	–	✗	✓	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged	✓	✓	–	–	–	–
<b>Student groups making AYP in each subject</b>	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 3 of 4	✓ 4 of 4	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels


- | Federal                        | State  |
|--------------------------------|--|
| Good Standing ▲                | Good Standing ■                                |
| Improvement (Year 1) ▲         | Requiring Academic Progress (Year 1) ■         |
| Improvement (Year 2) ▲         | Requiring Academic Progress (Year 2) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |



District **LIVERPOOL CENTRAL SCHOOL DISTRICT**























## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 7 of 7 Student groups making AYP in English Language Arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
<b>All Students</b> (3775:3672)			99%		161	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:22)	–	–	–	–	–	–	–
Black or African American (307:285)			98%		129	116	
Hispanic or Latino (79:71)			97%		144	111	
Asian or Native Hawaiian/Other Pacific Islander (108:103)			99%		172	112	
White (3258:3191)			99%		164	120	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (692:649)			96%		102	118	102 112
Limited English Proficient (25:22)	–	–	–	–	–	–	–
Economically Disadvantaged (909:863)			98%		133	118	
<b>Final AYP Determination</b>		7 of 7					

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 7 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (3765:3642)			99%		172	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (23:22)	–	–	–	–	–	–	–
Black or African American (308:278)			98%		142	79	
Hispanic or Latino (80:72)			100%		153	75	
Asian or Native Hawaiian/Other Pacific Islander (106:102)			100%		186	76	
White (3248:3168)			99%		175	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (684:639)			97%		125	82	
Limited English Proficient (24:22)	–	–	–	–	–	–	–
Economically Disadvantaged (913:852)			99%		148	82	
<b>Final AYP Determination</b>	 7 of 7						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**
















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (1291:1220)		Qualified		98%		191	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (6:5)	–	–	–	–	–	–	–	–
Black or African American (100:83)		Qualified		94%		177	100	
Hispanic or Latino (33:30)	–	–	–	–		200	100	
Asian or Native Hawaiian/Other Pacific Islander (44:42)		Qualified		98%		198	100	
White (1108:1060)		Qualified		98%		192	100	
<b>Other Groups</b>								
Students with Disabilities (236:206)		Qualified		91%		178	100	
Limited English Proficient (7:7)	–	–	–	–	–	–	–	–
Economically Disadvantaged (298:271)		Qualified		96%		182	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Secondary-Level English Language Arts














**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 3 of 4 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (574:567)			99%		180	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–
Black or African American (43:42)			98%		171	139	
Hispanic or Latino (9:10)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (21:22)	–	–	–	–	–	–	–
White (498:489)			99%		181	149	
<b>Other Groups</b>							
Students with Disabilities (56:70)			98%		137	143	134 <sup>‡</sup> 143
Limited English Proficient (0:0)							
Economically Disadvantaged (63:0)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 3 of 4						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- <sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**














## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 4 of 4 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students</b> (574:567)			99%		185	141	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:4)	–	–	–	–	–	–	–
Black or African American (43:42)			98%		169	131	
Hispanic or Latino (9:10)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (21:22)	–	–	–	–	–	–	–
White (498:489)			99%		185	141	
<b>Other Groups</b>							
Students with Disabilities (56:70)			98%		143	135	
Limited English Proficient (0:0)							
Economically Disadvantaged (63:0)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 4 of 4						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**








## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
<b>All Students (688)</b>			76%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (6)		–	–	–	–
Black or African American (30)			60%	55%	
Hispanic or Latino (10)		–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (9)		–	–	–	–
White (633)			77%	55%	
<b>Other Groups</b>					
Students with Disabilities (116)			51%	55%	55% 52%
Limited English Proficient (0)					
Economically Disadvantaged (62)			71%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

12 schools identified 86% of total

CHESTNUT HILL ELEMENTARY SCHOOL  
DONLIN DRIVE ELEMENTARY SCHOOL  
ELMCREST ELEMENTARY SCHOOL  
LIVERPOOL ELEMENTARY SCHOOL  
LIVERPOOL MIDDLE SCHOOL  
LONG BRANCH ELEMENTARY SCHOOL  
MORGAN ROAD ELEMENTARY SCHOOL  
NATE PERRY ELEMENTARY SCHOOL  
SOULE ROAD ELEMENTARY SCHOOL  
SOULE ROAD MIDDLE SCHOOL  
WETZEL ROAD ELEMENTARY SCHOOL  
WILLOW FIELD ELEMENTARY SCHOOL

#### Improvement (Year 2)

1 school identified 7% of total

CHESTNUT HILL MIDDLE SCHOOL

#### Requiring Academic Progress (Year 2)

1 school identified 7% of total

LIVERPOOL HIGH SCHOOL

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	69%			591
Grade 4	69%			595
Grade 5	67%			637
Grade 6	70%			605
Grade 7	63%			616
Grade 8	58%			665
<b>Mathematics</b>				
Grade 3	87%			589
Grade 4	85%			598
Grade 5	70%			631
Grade 6	71%			611
Grade 7	72%			623
Grade 8	70%			665
<b>Science</b>				
Grade 4	94%			600
Grade 8	87%			653

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	75%			634
Mathematics	80%			634

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	76%			634

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

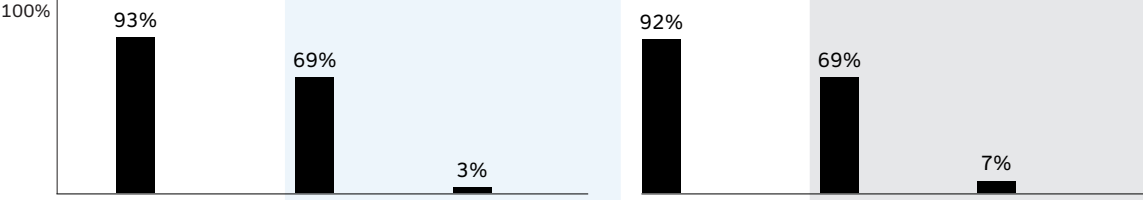
#### Average Need Districts

This is a school district with average student needs in relation to district resource capacity.



District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 666	Range: 616-780			650-780 730-780		
						
Number of Students:	549	407	18			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>591</b>	<b>93%</b>	<b>69%</b>	<b>3%</b>				
Female	271	95%	72%	4%				
Male	320	91%	66%	2%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	38	79%	53%	0%				
Hispanic or Latino	11	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	19	95%	79%	0%				
White	520	94%	71%	3%	This test was not given in 2004-05.			
Small Group Totals	14	93%	36%	0%				
General-Education Students	500	97%	76%	3%				
Students with Disabilities	91	71%	31%	1%				
English Proficient	586	93%	69%	3%				
Limited English Proficient	5	100%	40%	0%				
Economically Disadvantaged	137	83%	53%	2%				
Not Disadvantaged	454	96%	74%	3%				
Migrant								
Not Migrant	591	93%	69%	3%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

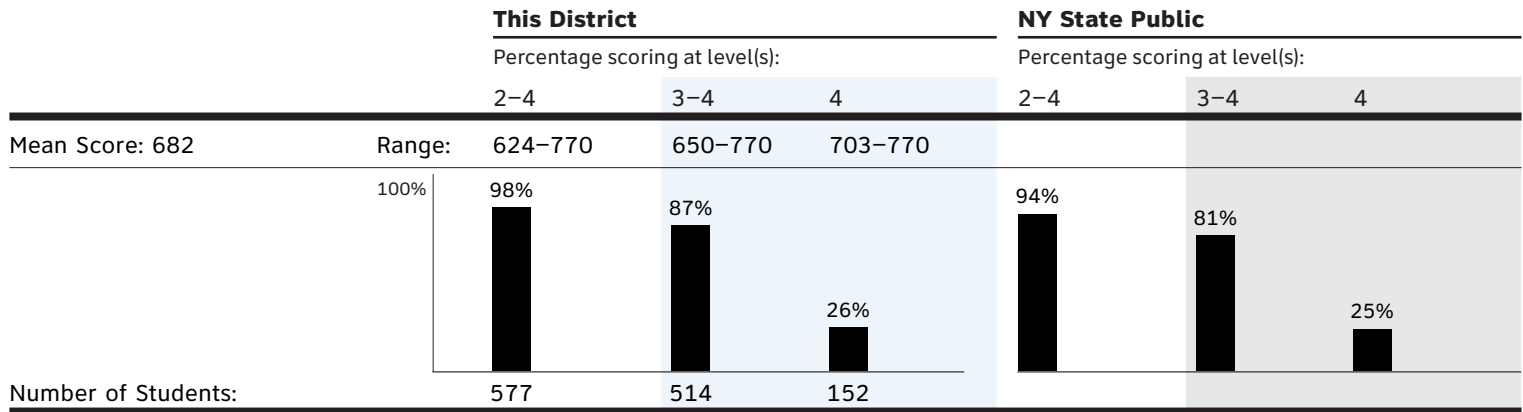
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>589</b>	<b>98%</b>	<b>87%</b>	<b>26%</b>				
Female	273	96%	83%	25%				
Male	316	99%	91%	27%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	37	95%	73%	16%				
Hispanic or Latino	11	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	90%	25%				
White	518	98%	89%	27%	This test was not given in 2004-05.			
Small Group Totals	14	100%	71%	14%				
General-Education Students	498	100%	91%	29%				
Students with Disabilities	91	89%	65%	8%				
English Proficient	583	98%	87%	26%				
Limited English Proficient	6	100%	100%	0%				
Economically Disadvantaged	138	94%	73%	18%				
Not Disadvantaged	451	99%	92%	28%				
Migrant								
Not Migrant	589	98%	87%	26%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	Range: 612-775			650-775 716-775		
Number of Students:	547	409	29			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>595</b>	<b>92%</b>	<b>69%</b>	<b>5%</b>				
Female	292	92%	73%	7%				
Male	303	91%	65%	3%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	47	81%	51%	2%				
Hispanic or Latino	15	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	76%	4%				
White	505	92%	70%	5%				
Small Group Totals	18	94%	56%	0%				
General-Education Students	494	97%	77%	6%				
Students with Disabilities	101	67%	27%	1%				
English Proficient	591	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	142	83%	56%	1%				
Not Disadvantaged	453	95%	73%	6%				
Migrant								
Not Migrant	595	92%	69%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

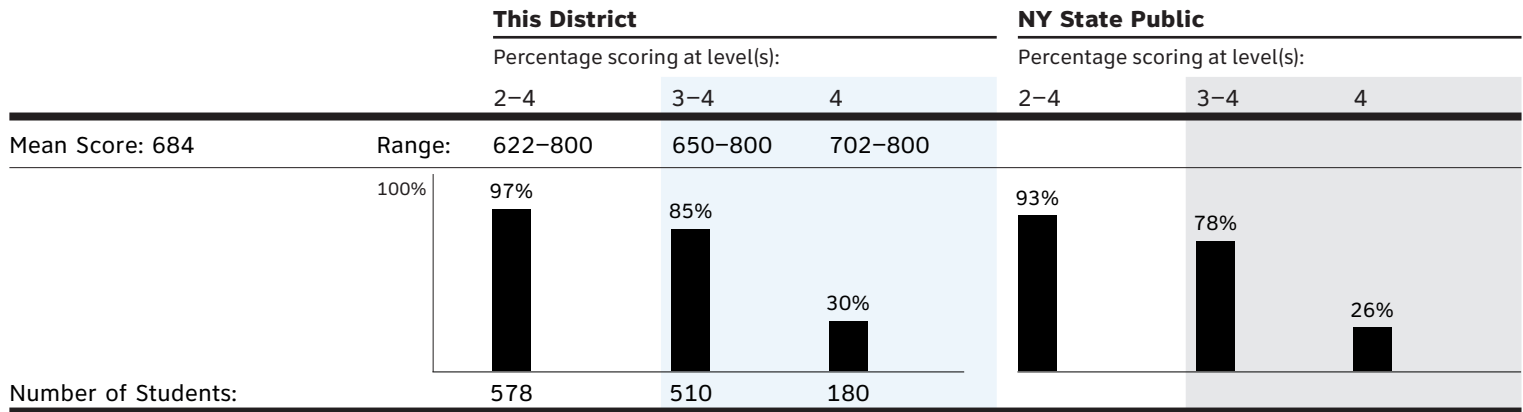
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	1	-	-	N/A	5	5	3	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>598</b>	<b>97%</b>	<b>85%</b>	<b>30%</b>				
Female	294	97%	83%	28%				
Male	304	97%	88%	33%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	48	92%	71%	8%				
Hispanic or Latino	15	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	100%	48%				
White	507	97%	86%	32%				
Small Group Totals	18	100%	83%	11%				
General-Education Students	495	99%	90%	35%				
Students with Disabilities	103	86%	62%	7%				
English Proficient	593	97%	85%	30%				
Limited English Proficient	5	100%	80%	20%				
Economically Disadvantaged	145	92%	70%	19%				
Not Disadvantaged	453	98%	90%	34%				
Migrant								
Not Migrant	598	97%	85%	30%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

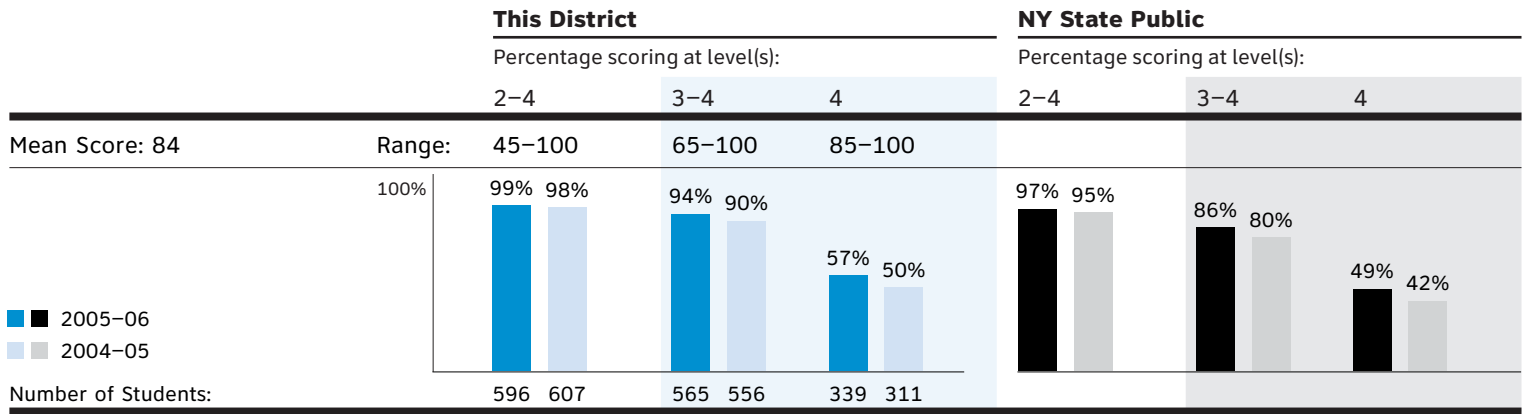
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	4	-	-	-

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>600</b>	<b>99%</b>	<b>94%</b>	<b>57%</b>	<b>618</b>	<b>98%</b>	<b>90%</b>	<b>50%</b>
Female	290	100%	93%	52%	299	99%	92%	50%
Male	310	99%	95%	61%	319	97%	88%	50%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	50	96%	88%	30%	47	98%	77%	21%
Hispanic or Latino	15	-	-	-	16	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	24	100%	100%	75%	16	100%	94%	69%
White	507	100%	94%	59%	535	99%	91%	54%
Small Group Totals	19	100%	95%	42%	20	90%	80%	15%
General-Education Students	497	100%	96%	62%	515	100%	94%	56%
Students with Disabilities	103	97%	84%	32%	103	91%	70%	21%
English Proficient	595	99%	94%	57%	609	98%	90%	51%
Limited English Proficient	5	100%	100%	40%	9	100%	67%	11%
Economically Disadvantaged	142	97%	88%	43%	150	98%	79%	29%
Not Disadvantaged	458	100%	96%	61%	468	98%	93%	57%
Migrant								
Not Migrant	600	99%	94%	57%	618	98%	90%	50%

### NOTES

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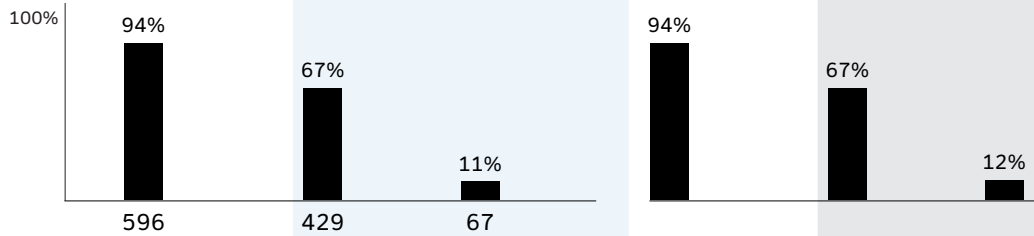
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	4	-	-	-

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	596	429	67			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>637</b>	<b>94%</b>	<b>67%</b>	<b>11%</b>				
Female	314	96%	72%	11%				
Male	323	91%	63%	10%				
American Indian or Alaska Native	6	100%	33%	0%				
Black or African American	57	89%	40%	4%				
Hispanic or Latino	15	80%	33%	0%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	23%				
White	546	94%	71%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	520	98%	77%	13%				
Students with Disabilities	117	73%	25%	0%				
English Proficient	632	94%	68%	11%				
Limited English Proficient	5	60%	0%	0%				
Economically Disadvantaged	149	86%	42%	5%				
Not Disadvantaged	488	96%	75%	12%				
Migrant								
Not Migrant	637	94%	67%	11%				

### NOTES

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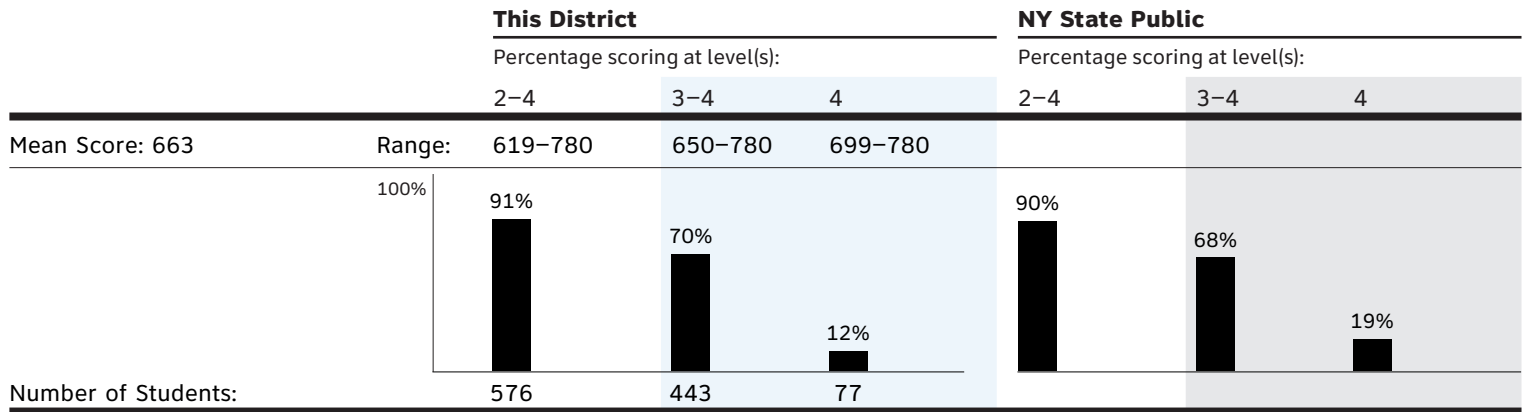
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	1	–	–	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>631</b>	<b>91%</b>	<b>70%</b>	<b>12%</b>				
Female	314	92%	68%	11%				
Male	317	90%	73%	13%				
American Indian or Alaska Native	6	83%	33%	0%				
Black or African American	55	85%	45%	5%				
Hispanic or Latino	17	76%	35%	0%				
Asian or Native Hawaiian/Other Pacific Islander	14	100%	93%	21%				
White	539	92%	74%	13%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	518	97%	78%	15%				
Students with Disabilities	113	66%	35%	1%				
English Proficient	625	91%	71%	12%				
Limited English Proficient	6	100%	17%	0%				
Economically Disadvantaged	148	80%	50%	5%				
Not Disadvantaged	483	95%	76%	14%				
Migrant								
Not Migrant	631	91%	70%	12%				

### NOTES

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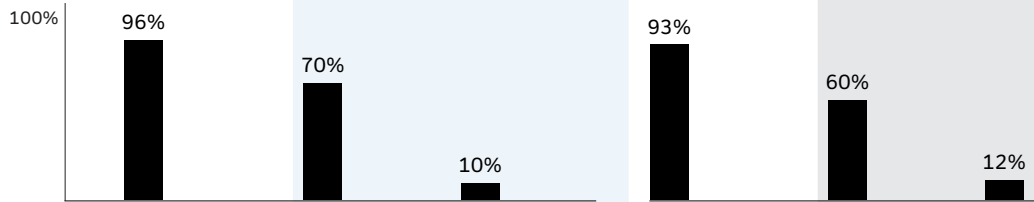
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	3	This test was not given in 2004-05.			

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	583	426	61			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>605</b>	<b>96%</b>	<b>70%</b>	<b>10%</b>				
Female	292	97%	74%	14%				
Male	313	96%	67%	6%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	51	92%	35%	0%				
Hispanic or Latino	9	100%	56%	0%				
Asian or Native Hawaiian/Other Pacific Islander	16	88%	56%	13%				
White	524	97%	75%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	497	100%	81%	12%				
Students with Disabilities	108	81%	22%	1%				
English Proficient	604	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	156	92%	44%	1%				
Not Disadvantaged	449	98%	80%	13%				
Migrant								
Not Migrant	605	96%	70%	10%				

### NOTES

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## Other Assessments

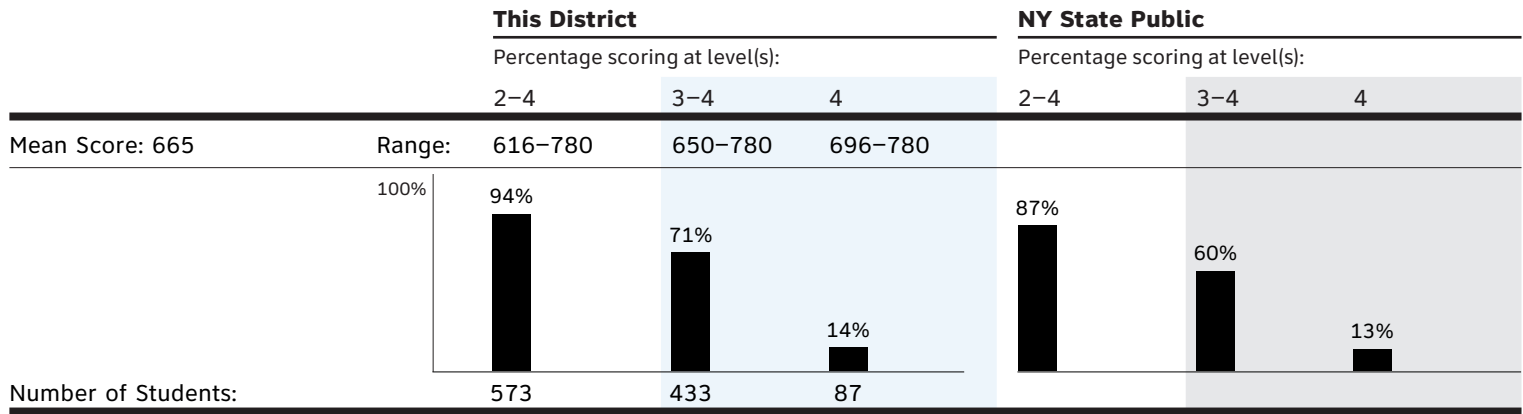
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>611</b>	<b>94%</b>	<b>71%</b>	<b>14%</b>				
Female	292	94%	73%	14%				
Male	319	93%	69%	14%				
American Indian or Alaska Native	5	80%	20%	0%				
Black or African American	51	80%	29%	6%				
Hispanic or Latino	11	73%	55%	18%				
Asian or Native Hawaiian/Other Pacific Islander	16	94%	63%	25%				
White	528	96%	76%	15%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	501	97%	79%	17%				
Students with Disabilities	110	79%	33%	1%				
English Proficient	610	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	159	85%	49%	4%				
Not Disadvantaged	452	97%	79%	18%				
Migrant								
Not Migrant	611	94%	71%	14%				

### NOTES

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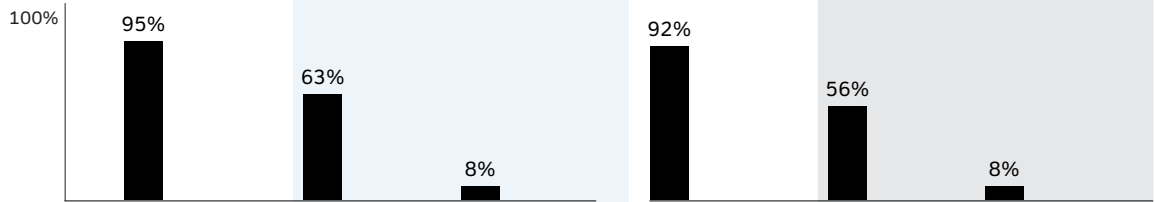
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	584	385	51	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>616</b>	<b>95%</b>	<b>63%</b>	<b>8%</b>				
Female	281	96%	67%	13%				
Male	335	94%	59%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	58	84%	43%	5%				
Hispanic or Latino	9	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	9	89%	67%	22%				
White	536	96%	65%	9%	This test was not given in 2004-05.			
Small Group Totals	13	100%	31%	0%				
General-Education Students	504	99%	73%	10%				
Students with Disabilities	112	76%	17%	1%				
English Proficient	615	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	151	90%	42%	3%				
Not Disadvantaged	465	96%	69%	10%				
Migrant								
Not Migrant	616	95%	63%	8%				

### NOTES

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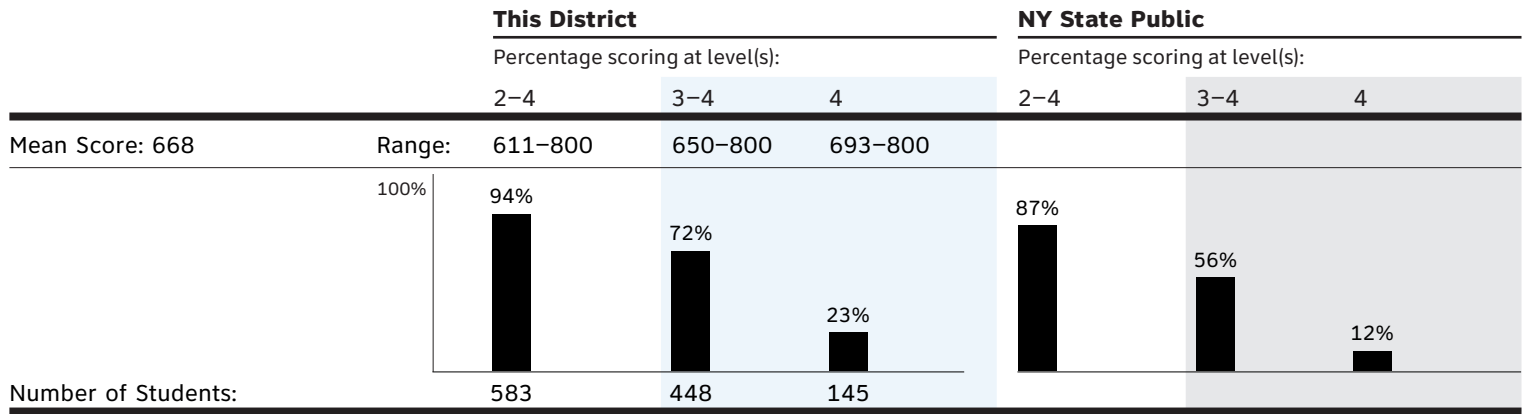
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	3	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>623</b>	<b>94%</b>	<b>72%</b>	<b>23%</b>				
Female	285	94%	75%	23%				
Male	338	93%	69%	24%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	61	84%	51%	8%				
Hispanic or Latino	8	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	45%				
White	539	95%	75%	25%	This test was not given in 2004-05.			
Small Group Totals	12	75%	33%	8%				
General-Education Students	508	99%	82%	28%				
Students with Disabilities	115	70%	29%	2%				
English Proficient	619	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	159	88%	50%	6%				
Not Disadvantaged	464	95%	79%	29%				
Migrant								
Not Migrant	623	94%	72%	23%				

### NOTES

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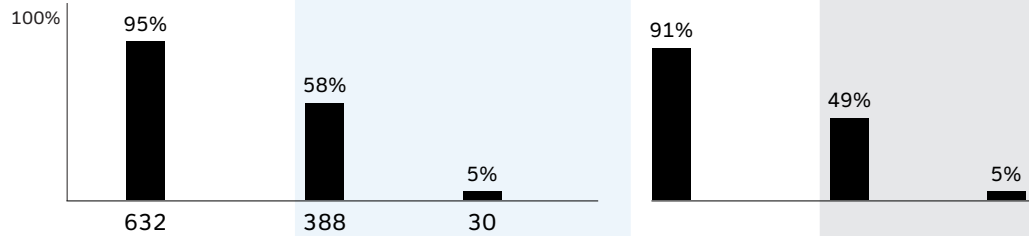
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	632	388	30	91%	49%	5%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>665</b>	<b>95%</b>	<b>58%</b>	<b>5%</b>				
Female	332	96%	59%	5%				
Male	333	94%	58%	5%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	45	89%	36%	0%				
Hispanic or Latino	17	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	74%	11%				
White	582	95%	60%	5%				
Small Group Totals	19	95%	47%	5%				
General-Education Students	551	99%	66%	5%				
Students with Disabilities	114	76%	21%	0%				
English Proficient	663	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	148	89%	39%	2%				
Not Disadvantaged	517	97%	64%	5%				
Migrant								
Not Migrant	665	95%	58%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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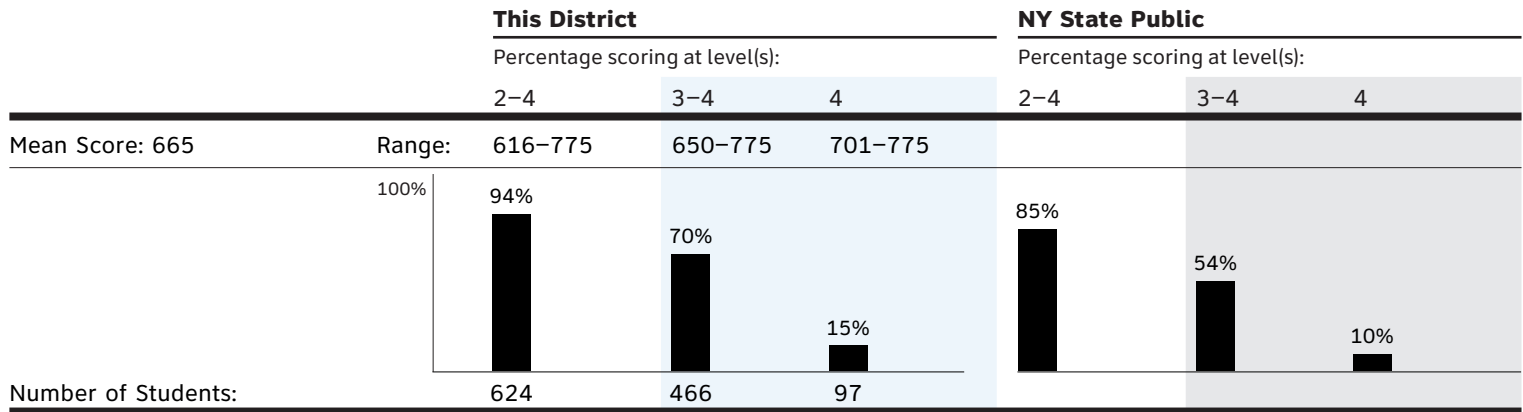
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	1	-	-	N/A	2	-	-	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>665</b>	<b>94%</b>	<b>70%</b>	<b>15%</b>				
Female	333	95%	68%	14%				
Male	332	93%	72%	16%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	45	89%	44%	9%				
Hispanic or Latino	18	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	37%				
White	581	94%	72%	15%				
Small Group Totals	20	90%	60%	5%				
General-Education Students	555	97%	76%	17%				
Students with Disabilities	110	75%	38%	0%				
English Proficient	663	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	148	87%	55%	7%				
Not Disadvantaged	517	96%	74%	17%				
Migrant								
Not Migrant	665	94%	70%	15%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

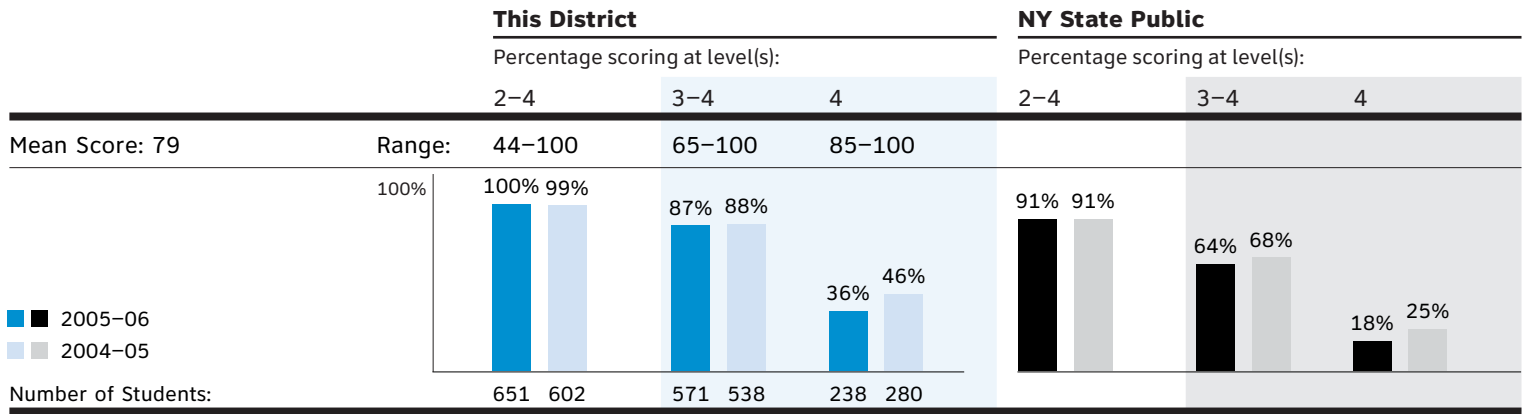
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	1	-	-	-

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>653</b>	<b>100%</b>	<b>87%</b>	<b>36%</b>	<b>610</b>	<b>99%</b>	<b>88%</b>	<b>46%</b>
Female	329	100%	85%	26%	300	98%	87%	43%
Male	324	100%	90%	47%	310	99%	89%	49%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	43	100%	60%	14%	42	98%	69%	19%
Hispanic or Latino	18	-	-	-	12	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	19	100%	95%	47%	12	100%	100%	75%
White	571	100%	89%	38%	541	99%	90%	48%
Small Group Totals	20	100%	80%	20%	15	100%	80%	20%
General-Education Students	549	100%	91%	41%	504	100%	94%	53%
Students with Disabilities	104	99%	69%	13%	106	94%	60%	11%
English Proficient	651	-	-	-	606	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	142	100%	75%	24%	134	95%	76%	27%
Not Disadvantaged	511	100%	91%	40%	476	100%	92%	51%
Migrant								
Not Migrant	653	100%	87%	36%	610	99%	88%	46%

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	1	-	-	-
Regents Science	0				0			

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

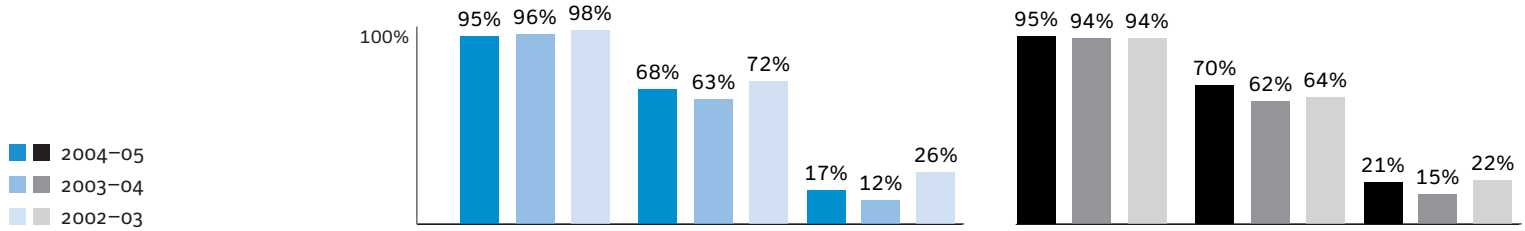
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 603-800      645-800      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	32	161	315	104	612	661
Feb 2004	21	192	289	70	572	656
Feb 2003	11	153	276	156	596	670

### Grade 8

#### This School

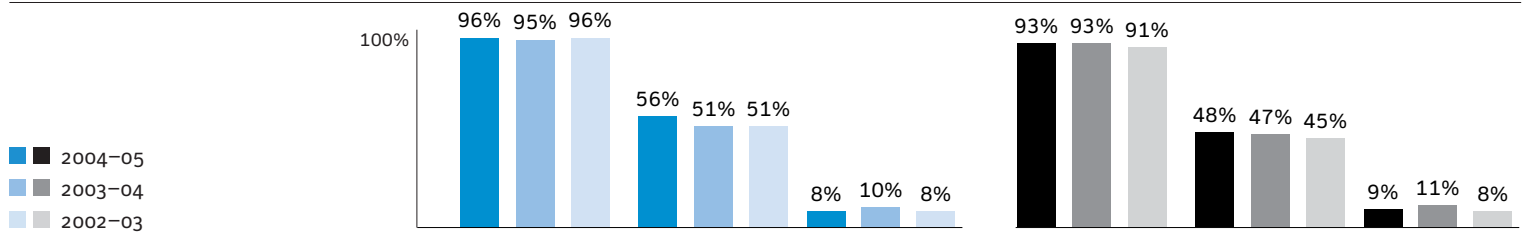
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 658-830      697-830      737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	25	252	301	52	630	702
Jan 2004	31	301	273	69	674	702
Jan 2003	25	321	308	59	713	699

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

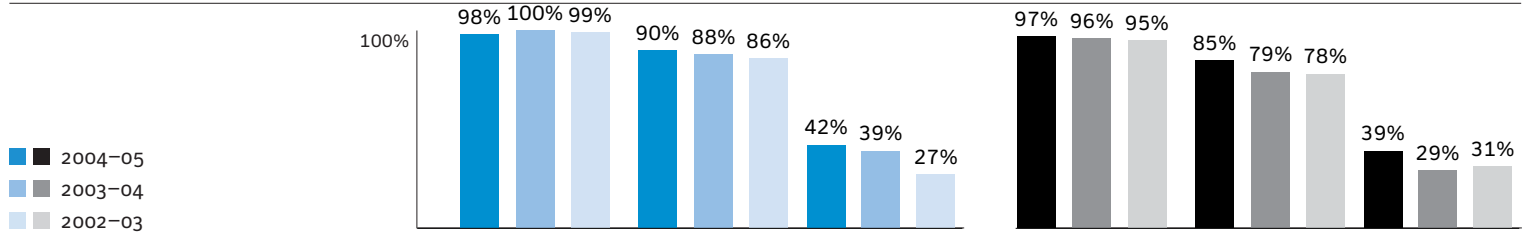
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	11	53	292	262	618	672
May 2004	1	70	283	222	576	672
May 2003	6	79	353	163	601	663

### Grade 8

#### This School

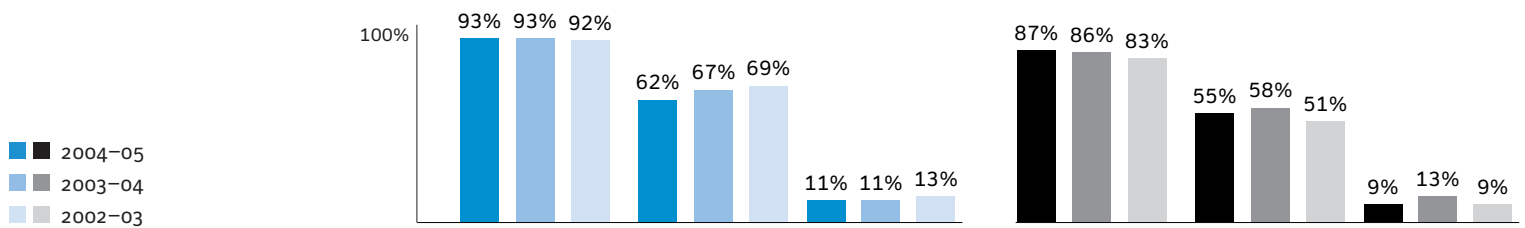
Percentage scoring at level(s):

2-4                      3-4                      4  
Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	42	197	322	68	629	725
May 2004	45	179	379	73	676	725
May 2003	55	164	404	92	715	727



District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

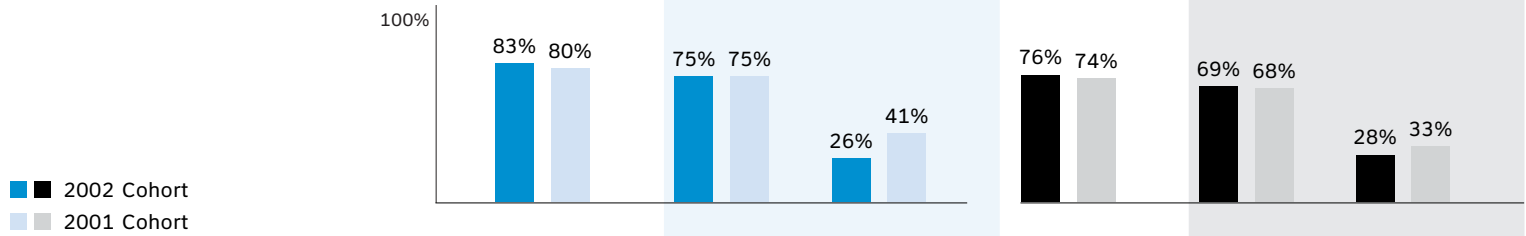
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>634</b>	<b>83%</b>	<b>75%</b>	<b>26%</b>	<b>731</b>	<b>80%</b>	<b>75%</b>	<b>41%</b>
Female	340	85%	78%	29%	380	81%	76%	47%
Male	294	81%	72%	23%	351	79%	74%	34%
American Indian or Alaska Native	7	57%	43%	14%	7	43%	29%	0%
Black or African American	53	72%	64%	15%	35	63%	51%	20%
Hispanic or Latino	13	69%	54%	8%	9	78%	78%	22%
Asian or Native Hawaiian/Other Pacific Islander	24	88%	75%	29%	9	78%	67%	44%
White	537	85%	77%	28%	671	81%	76%	42%
<b>Small Group Totals</b>								
General-Education Students	547	89%	81%	30%	608	86%	82%	47%
Students with Disabilities	87	49%	39%	3%	123	47%	40%	11%
English Proficient	634	83%	75%	26%	731	80%	75%	41%
Limited English Proficient								
Economically Disadvantaged	7	29%	29%	0%				
Not Disadvantaged	627	84%	76%	27%				
Migrant								
Not Migrant	634	83%	75%	26%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	1

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

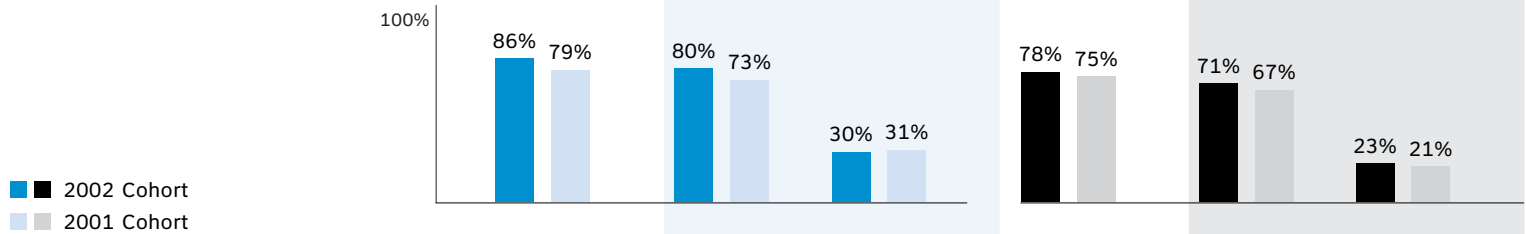
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>634</b>	<b>86%</b>	<b>80%</b>	<b>30%</b>	<b>731</b>	<b>79%</b>	<b>73%</b>	<b>31%</b>
Female	340	89%	82%	31%	380	80%	74%	33%
Male	294	83%	77%	30%	351	77%	73%	29%
American Indian or Alaska Native	7	71%	71%	14%	7	57%	43%	0%
Black or African American	53	74%	62%	11%	35	51%	40%	9%
Hispanic or Latino	13	85%	77%	8%	9	78%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	24	96%	92%	54%	9	67%	67%	33%
White	537	87%	81%	32%	671	81%	76%	33%
<b>Small Group Totals</b>								
General-Education Students	547	91%	86%	35%	608	87%	82%	36%
Students with Disabilities	87	57%	44%	2%	123	38%	33%	8%
English Proficient	634	86%	80%	30%	731	79%	73%	31%
Limited English Proficient								
Economically Disadvantaged	7	14%	0%	0%				
Not Disadvantaged	627	87%	81%	31%				
Migrant								
Not Migrant	634	86%	80%	30%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	4	1

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

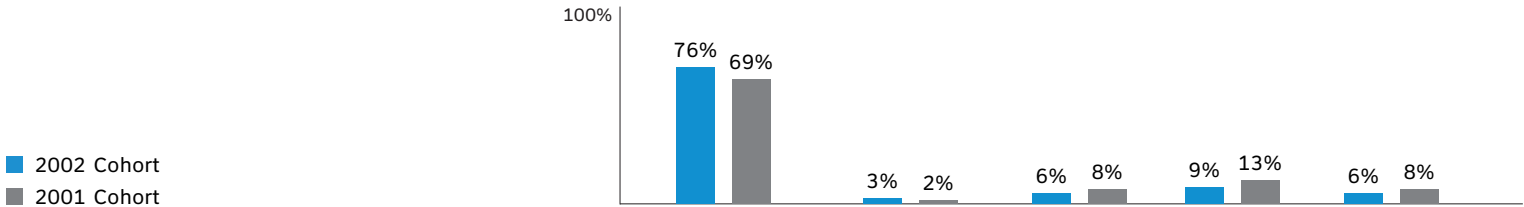
District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	2002	634	76%	3%	6%	9%	6%
	2001	731	69%	2%	8%	13%	8%
Female	2002	340	77%	2%	6%	9%	6%
	2001	380	71%	2%	7%	12%	9%
Male	2002	294	76%	3%	6%	10%	6%
	2001	351	67%	1%	11%	15%	6%
American Indian or Alaska Native	2002	7	43%	0%	14%	14%	29%
	2001	7	57%	0%	14%	0%	29%
Black or African American	2002	53	60%	2%	13%	15%	9%
	2001	35	43%	3%	11%	20%	23%
Hispanic or Latino	2002	13	69%	0%	15%	8%	8%
	2001	9	67%	0%	11%	11%	11%
Asian or Native Hawaiian/Other Pacific Islander	2002	24	88%	0%	4%	4%	4%
	2001	9	56%	0%	0%	22%	22%
White	2002	537	78%	3%	5%	9%	5%
	2001	671	71%	1%	8%	13%	6%
Small Group Totals							
General-Education Students	2002	547	81%	0%	5%	8%	6%
	2001	608	74%	0%	6%	12%	8%
Students with Disabilities	2002	87	46%	18%	14%	16%	6%
	2001	123	45%	9%	19%	21%	7%
English Proficient	2002	634	76%	3%	6%	9%	6%
	2001	731	69%	2%	8%	13%	8%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	7	0%	14%	43%	0%	43%
	2002	627	77%	2%	5%	10%	5%
Not Disadvantaged	2002	627	77%	2%	5%	10%	5%
	2002	0	N/A	N/A	N/A	N/A	N/A
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2002	634	76%	3%	6%	9%	6%

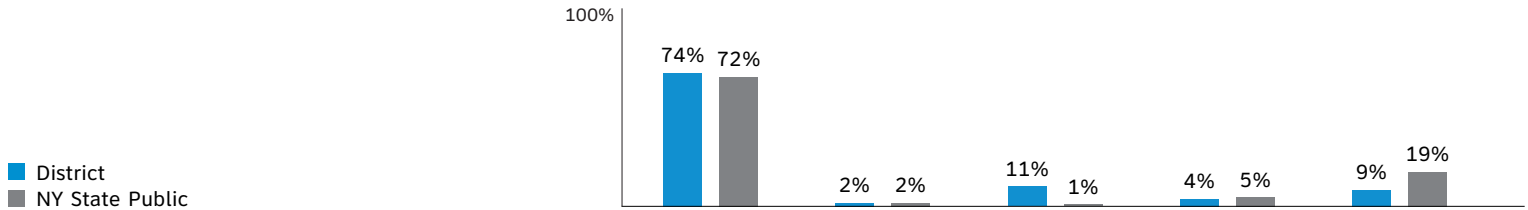
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District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>723</b>	<b>74%</b>	<b>2%</b>	<b>11%</b>	<b>4%</b>	<b>9%</b>
Female	381	75%	2%	9%	3%	10%
Male	342	73%	2%	13%	6%	7%
American Indian or Alaska Native	7	57%	0%	14%	0%	29%
Black or African American	34	56%	3%	15%	3%	24%
Hispanic or Latino	10	60%	0%	20%	0%	20%
Asian or Native Hawaiian/Other Pacific Islander	9	67%	0%	0%	11%	22%
White	663	75%	2%	11%	5%	8%
<b>Small Group Totals</b>						
General-Education Students	603	78%	0%	9%	3%	9%
Students with Disabilities	120	51%	11%	19%	10%	9%
English Proficient	723	74%	2%	11%	4%	9%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	71	62%	6%	11%	0%	21%
Not Disadvantaged	652	75%	1%	11%	5%	8%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	723	74%	2%	11%	4%	9%

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.