



# The New York State District Report Card

**Accountability  
and Overview Report  
2010 – 11**

District **LIVERPOOL CENTRAL SCHOOL  
DISTRICT**

District ID **42-15-01-06-0000**

Superintendent **RICHARD JOHNS**

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Grades **K-12, UE, US**

## 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.

### 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 the district's accountability status.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2011–12 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.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

## 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

	2008-09	2009-10	2010-11
Pre-K	174	181	0
Kindergarten	566	536	537
Grade 1	569	541	541
Grade 2	558	569	545
Grade 3	545	538	572
Grade 4	582	560	526
Grade 5	578	584	556
Grade 6	594	586	590
Ungraded Elementary	15	23	23
Grade 7	590	592	568
Grade 8	625	555	581
Grade 9	605	618	571
Grade 10	610	596	610
Grade 11	621	585	585
Grade 12	571	601	559
Ungraded Secondary	32	24	35
<b>Total K-12</b>	<b>7661</b>	<b>7508</b>	<b>7399</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	22	21	22
<b>Grade 8</b>			
English	22	21	21
Mathematics	22	20	22
Science	23	20	22
Social Studies	23	20	21
<b>Grade 10</b>			
English	25	24	24
Mathematics	22	21	22
Science	22	23	25
Social Studies	23	21	24

### 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

District ID 42-15-01-06-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1170	15%	1683	22%	1440	19%
Reduced-Price Lunch	620	8%	710	9%	557	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	97	1%	95	1%	108	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	47	1%	41	1%	51	1%
Black or African American	613	8%	594	8%	598	8%
Hispanic or Latino	249	3%	182	2%	254	3%
Asian or Native Hawaiian/Other Pacific Islander	292	4%	291	4%	296	4%
White	6405	84%	6302	84%	6052	82%
Multiracial	55	1%	98	1%	148	2%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	355	5%	410	5%	305	4%

## 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

District ID 42-15-01-06-0000

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	607	602	569
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	23%	25%	24%
<b>Total Number of Core Classes</b>	1437	1343	1206
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	2141	2090	1949
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	24%	28%
Turnover Rate of All Teachers	11%	12%	19%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	76	86	61
Total Paraprofessionals*	258	260	206
Assistant Principals	3	3	0
Principals	16	16	19

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## 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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



### 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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

### 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### 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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

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

*Science:* The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

*Graduation Rate:* The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:  
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## 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: <http://www.p12.nysed.gov/irs/accountability/>.

### 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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.



## Summary

### Overall Accountability Status (2011-12)

**Good Standing**

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

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

2009-10	2010-11	2011-12
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			English		
	Language Arts	Mathematics	Science	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			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	7 of 8	7 of 8	1 of 1	4 of 5	4 of 5	1 of 1

#### AYP Status


- Made AYP
- 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) |
| Pending - Requires Special Evaluation |  |


























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 7 of 8 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (3437:3333)			99%		151	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (15:14)	–	–	–	–	–	–	–
Black or African American (280:262)			100%		119	115	
Hispanic or Latino (86:78)			99%		141	111	
Asian or Native Hawaiian/Other Pacific Islander (139:136)			99%		160	113	
White (2888:2827)			99%		154	120	
Multiracial (29:16)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (672:674)			98%		92	118	111    103
Limited English Proficient (46:70)			98%		134	111	
Economically Disadvantaged (1084:1063)			99%		132	119	
<b>Final AYP Determination</b>	 7 of 8						
<b>Non-Accountability Groups</b>							
Female (1721:1665)			99%		156	119	
Male (1716:1668)			99%		146	119	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics


























**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 7 of 8 Student groups making AYP in mathematics  
 Did not make AYP




### Prospective Status

A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (3437:3343)			100%		170	135	
<b>Ethnicity</b>							
American Indian or Alaska Native (15:14)	–	–	–	–	–	–	–
Black or African American (280:260)			99%		142	130	
Hispanic or Latino (86:82)			100%		151	126	
Asian or Native Hawaiian/Other Pacific Islander (139:137)			100%		186	128	
White (2888:2834)			100%		173	135	
Multiracial (29:16)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (673:682)			99%		121	133	133    129
Limited English Proficient (46:74)			100%		174	126	
Economically Disadvantaged (1084:1073)			100%		155	134	
<b>Final AYP Determination</b>	 7 of 8						
<b>Non-Accountability Groups</b>							
Female (1720:1669)			100%		170	134	
Male (1717:1674)			100%		170	134	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

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

**Prospective Status** This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
<b>Accountability Groups</b>										
<b>All Students</b> (1135:1082)		Qualified		98%		189	100			
<b>Ethnicity</b>										
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–		–	
Black or African American (88:79)		Qualified		97%		173	100			
Hispanic or Latino (27:24)	–	–	–	–	–	–	–		–	
Asian or Native Hawaiian/Other Pacific Islander (52:52)		Qualified		100%		196	100			
White (959:923)		Qualified		98%		190	100			
Multiracial (8:3)	–	–	–	–	–	–	–		–	
<b>Other Groups</b>										
Students with Disabilities (210:201)		Qualified		95%		159	100			
Limited English Proficient (18:15)	–	–	–	–	–	–	–		–	
Economically Disadvantaged (345:327)		Qualified		97%		177	100			
<b>Final AYP Determination</b>		1 of 1								
<b>Non-Accountability Groups</b>										
Female (568:539)				97%		188	100			
Male (567:543)				98%		190	100			
Migrant (0:0)										


#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

















## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**




**Accountability Measures** 4 of 5 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (575:566)			99%		191	178	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (58:56)			100%		179	170	
Hispanic or Latino (13:12)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (14:14)	–	–	–	–	–	–	–
White (487:481)			99%		194	178	
Multiracial (2:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities (77:97)			99%		167	173	173    170
Limited English Proficient (3:4)	–	–	–	–	–	–	–
Economically Disadvantaged (136:140)			99%		181	174	
<b>Final AYP Determination</b>	 4 of 5						
<b>Non-Accountability Groups</b>							
Female (263:258)			99%		194	176	
Male (312:308)			100%		189	177	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

















## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 4 of 5 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** A district that fails to make AYP in mathematics 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (575:566)			100%		191	175	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (58:56)			100%		180	167	
Hispanic or Latino (13:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (14:14)	—	—	—	—	—	—	—
White (487:481)			100%		193	175	
Multiracial (2:2)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (77:97)			99%		163	170	166    167
Limited English Proficient (3:4)	—	—	—	—	—	—	—
Economically Disadvantaged (136:140)			100%		184	171	
<b>Final AYP Determination</b>	 4 of 5						
<b>Non-Accountability Groups</b>							
Female (263:258)			100%		193	173	
Male (312:308)			100%		189	174	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.








## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  Good Standing

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (666)			81%	80%	
<b>Ethnicity</b>					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (42)			74%	80%	80%
Hispanic or Latino (13)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (22)		—	—	—	
White (586)			82%	80%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (116)			59%	80%	57%
Limited English Proficient (1)		—	—	—	
Economically Disadvantaged (158)			74%	80%	77%
<b>Final AYP Determination</b>	 1 of 1				
<b>Non-Accountability Groups</b>					
Female (327)			83%	80%	
Male (339)			79%	80%	
Migrant (0)					

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **84%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

### **In Good Standing**

11 schools identified 85% of total

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

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### **Improvement (year 1) Basic**

2 schools identified 15% of total

CHESTNUT HILL ELEMENTARY SCHOOL  
SOULE ROAD MIDDLE SCHOOL

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# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## Summary of 2010–11 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	52%			563
Grade 4	59%			528
Grade 5	54%			551
Grade 6	56%			583
Grade 7	59%			562
Grade 8	62%			590

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	60%			566
Grade 4	79%			529
Grade 5	77%			553
Grade 6	67%			585
Grade 7	82%			564
Grade 8	74%			592

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	90%			512
Grade 8	89%			583

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	88%			608
Mathematics	90%			608

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

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

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

#### Average Need Districts

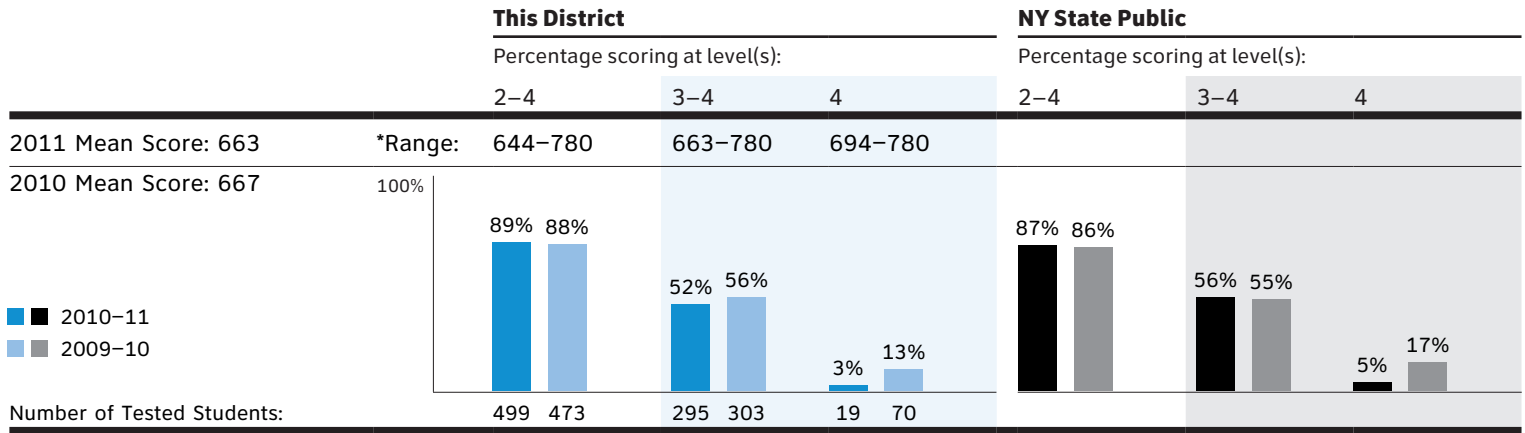
This is a school district with average student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>563</b>	<b>89%</b>	<b>52%</b>	<b>3%</b>	<b>539</b>	<b>88%</b>	<b>56%</b>	<b>13%</b>
Female	295	89%	58%	4%	287	90%	57%	15%
Male	268	88%	46%	3%	252	85%	56%	11%
American Indian or Alaska Native	5	60%	0%	0%	1	-	-	-
Black or African American	45	73%	29%	0%	42	79%	45%	10%
Hispanic or Latino	18	94%	61%	0%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	22	91%	68%	5%	24	92%	50%	8%
White	465	90%	55%	4%	455	89%	58%	14%
Multiracial	8	75%	13%	0%				
Small Group Totals					18	72%	33%	0%
General-Education Students	464	95%	61%	4%	457	94%	63%	14%
Students with Disabilities	99	58%	14%	0%	82	52%	21%	5%
English Proficient	551	89%	53%	3%	523	88%	57%	13%
Limited English Proficient	12	92%	42%	0%	16	88%	19%	6%
Economically Disadvantaged	171	82%	40%	2%	171	79%	43%	5%
Not Disadvantaged	392	91%	58%	4%	368	92%	63%	17%
Migrant								
Not Migrant	563	89%	52%	3%	539	88%	56%	13%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	0	N/A	N/A	N/A

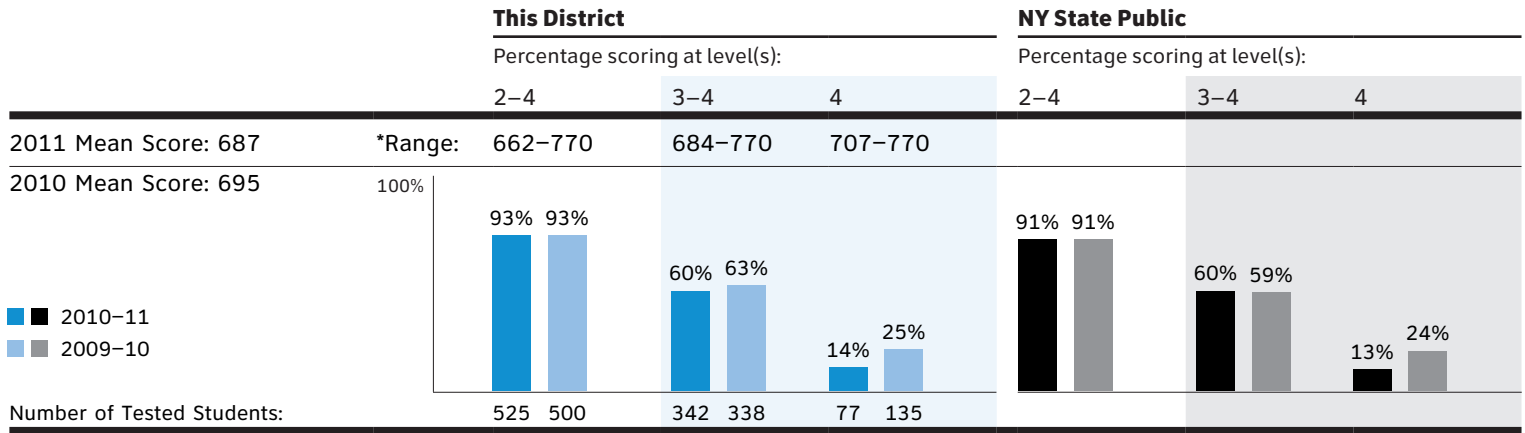
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>566</b>	<b>93%</b>	<b>60%</b>	<b>14%</b>	<b>538</b>	<b>93%</b>	<b>63%</b>	<b>25%</b>
Female	295	92%	61%	11%	286	93%	61%	22%
Male	271	93%	59%	17%	252	92%	65%	29%
American Indian or Alaska Native	5	60%	0%	0%	1	-	-	-
Black or African American	45	82%	33%	0%	43	79%	40%	19%
Hispanic or Latino	19	100%	53%	5%	17	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	23	91%	74%	22%	23	91%	74%	35%
White	466	94%	64%	15%	454	95%	65%	25%
Multiracial	8	88%	0%	0%				
Small Group Totals					18	78%	44%	22%
General-Education Students	463	98%	70%	16%	456	98%	70%	29%
Students with Disabilities	103	71%	19%	2%	82	67%	21%	5%
English Proficient	553	93%	61%	14%	522	93%	64%	25%
Limited English Proficient	13	92%	46%	0%	16	100%	25%	13%
Economically Disadvantaged	173	91%	46%	10%	170	88%	54%	15%
Not Disadvantaged	393	94%	67%	15%	368	95%	67%	30%
Migrant								
Not Migrant	566	93%	60%	14%	538	93%	63%	25%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

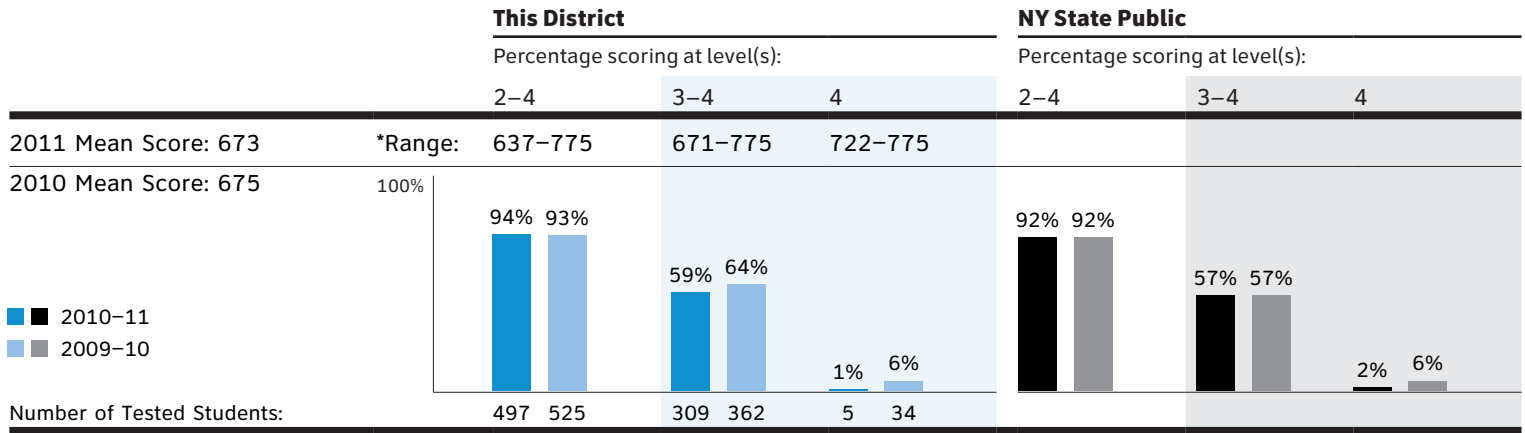
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	-	-	-	6	6	6	6

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>528</b>	<b>94%</b>	<b>59%</b>	<b>1%</b>	<b>562</b>	<b>93%</b>	<b>64%</b>	<b>6%</b>
Female	278	94%	61%	1%	269	96%	71%	7%
Male	250	94%	56%	1%	293	91%	58%	5%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	39	87%	46%	0%	47	79%	47%	2%
Hispanic or Latino	15	87%	27%	0%	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	95%	52%	0%	19	100%	68%	0%
White	448	95%	62%	1%	484	94%	67%	7%
Multiracial	4	-	-	-				
Small Group Totals	5	100%	0%	0%	12	100%	42%	0%
General-Education Students	437	99%	68%	1%	452	99%	75%	7%
Students with Disabilities	91	69%	12%	0%	110	72%	23%	1%
English Proficient	516	94%	59%	1%	551	93%	65%	6%
Limited English Proficient	12	92%	33%	0%	11	100%	27%	0%
Economically Disadvantaged	155	90%	45%	0%	208	89%	51%	5%
Not Disadvantaged	373	96%	64%	1%	354	96%	72%	6%
Migrant								
Not Migrant	528	94%	59%	1%	562	93%	64%	6%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	9	9	9	8	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	0	N/A	N/A	N/A

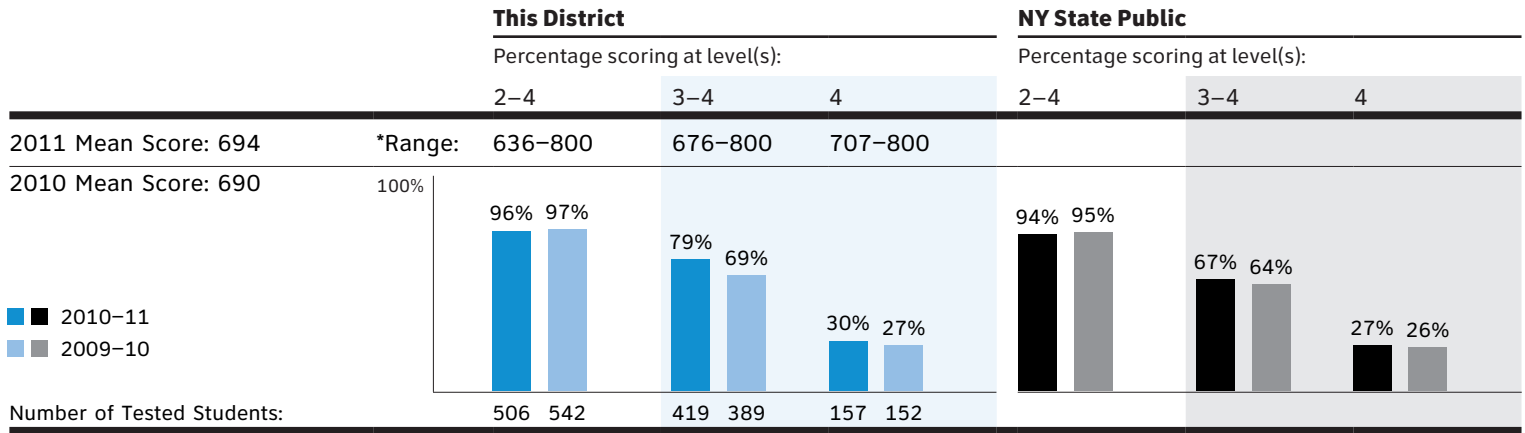
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>529</b>	<b>96%</b>	<b>79%</b>	<b>30%</b>	<b>560</b>	<b>97%</b>	<b>69%</b>	<b>27%</b>
Female	279	95%	77%	29%	268	96%	69%	27%
Male	250	96%	82%	30%	292	98%	70%	27%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	40	90%	63%	20%	47	91%	40%	9%
Hispanic or Latino	16	88%	50%	25%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	86%	38%	19	100%	84%	37%
White	447	97%	82%	30%	483	97%	72%	29%
Multiracial	4	-	-	-				
Small Group Totals	5	60%	20%	20%	11	100%	64%	27%
General-Education Students	438	100%	88%	34%	451	100%	78%	31%
Students with Disabilities	91	77%	36%	9%	109	85%	33%	10%
English Proficient	515	96%	79%	30%	549	97%	70%	27%
Limited English Proficient	14	93%	71%	7%	11	100%	64%	27%
Economically Disadvantaged	156	91%	68%	19%	207	94%	53%	19%
Not Disadvantaged	373	98%	84%	34%	353	98%	79%	32%
Migrant								
Not Migrant	529	96%	79%	30%	560	97%	69%	27%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

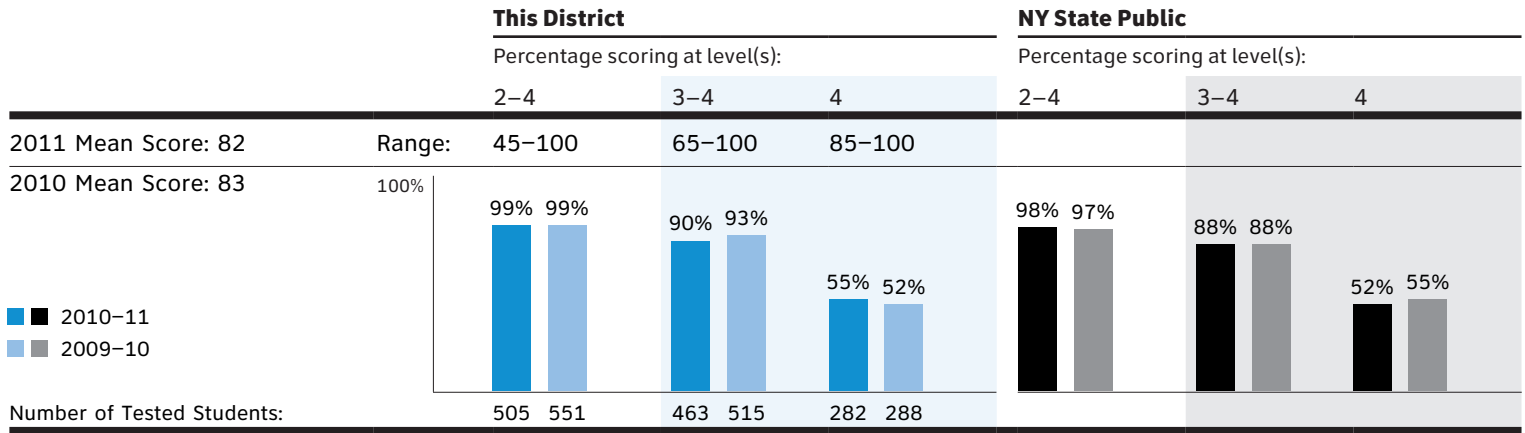
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	9	5	5	5	5

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 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>512</b>	<b>99%</b>	<b>90%</b>	<b>55%</b>	<b>554</b>	<b>99%</b>	<b>93%</b>	<b>52%</b>
Female	270	99%	89%	50%	266	100%	92%	54%
Male	242	98%	93%	60%	288	99%	94%	50%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	40	100%	75%	48%	45	98%	78%	29%
Hispanic or Latino	15	-	-	-	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	21	100%	95%	48%	19	100%	100%	63%
White	433	98%	92%	57%	479	100%	94%	54%
Multiracial	2	-	-	-				
Small Group Totals	18	100%	78%	28%	11	100%	100%	18%
General-Education Students	429	99%	96%	62%	447	100%	96%	60%
Students with Disabilities	83	96%	63%	20%	107	97%	80%	18%
English Proficient	499	99%	91%	56%	543	99%	93%	52%
Limited English Proficient	13	100%	85%	31%	11	100%	100%	45%
Economically Disadvantaged	148	98%	81%	43%	203	100%	86%	36%
Not Disadvantaged	364	99%	94%	60%	351	99%	97%	61%
Migrant								
Not Migrant	512	99%	90%	55%	554	99%	93%	52%

#### NOTES

The - symbol indicates that data for a group of students have 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

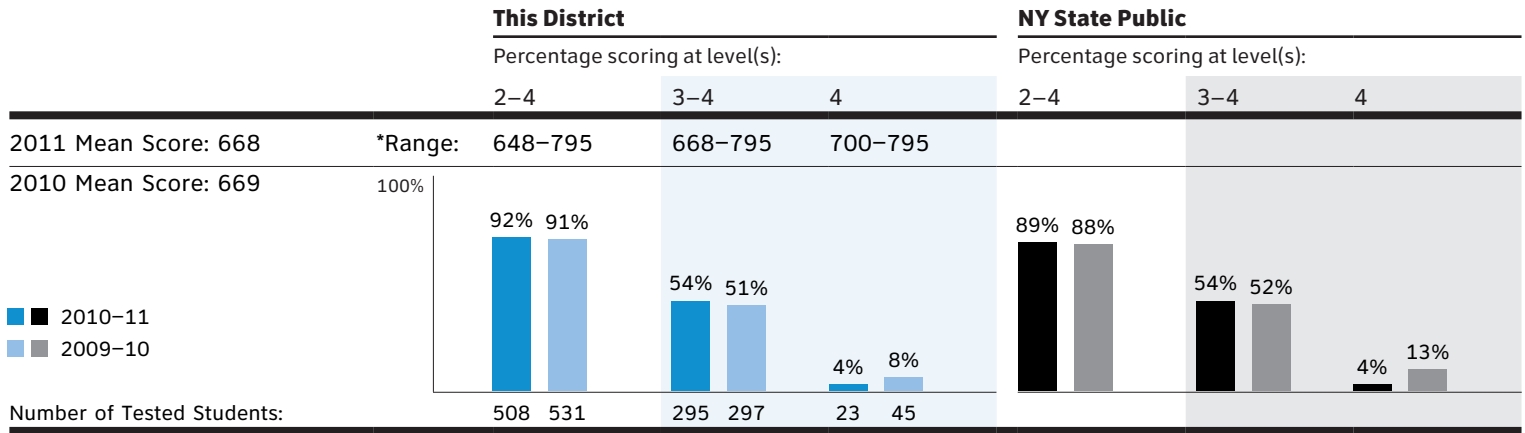
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	8	5	5	5	5

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>551</b>	<b>92%</b>	<b>54%</b>	<b>4%</b>	<b>581</b>	<b>91%</b>	<b>51%</b>	<b>8%</b>
Female	273	95%	58%	5%	283	91%	55%	12%
Male	278	90%	50%	4%	298	92%	47%	4%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	45	82%	33%	0%	50	76%	30%	6%
Hispanic or Latino	9	89%	56%	0%	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	23	100%	57%	4%	23	96%	57%	13%
White	468	93%	56%	5%	493	93%	53%	8%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	33%	0%	15	93%	53%	7%
General-Education Students	446	98%	62%	5%	463	98%	61%	10%
Students with Disabilities	105	69%	16%	0%	118	66%	13%	1%
English Proficient	541	92%	54%	4%	576	91%	51%	8%
Limited English Proficient	10	100%	20%	0%	5	80%	20%	0%
Economically Disadvantaged	176	85%	39%	4%	189	88%	33%	3%
Not Disadvantaged	375	95%	60%	4%	392	93%	60%	10%
Migrant								
Not Migrant	551	92%	54%	4%	581	91%	51%	8%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	5	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

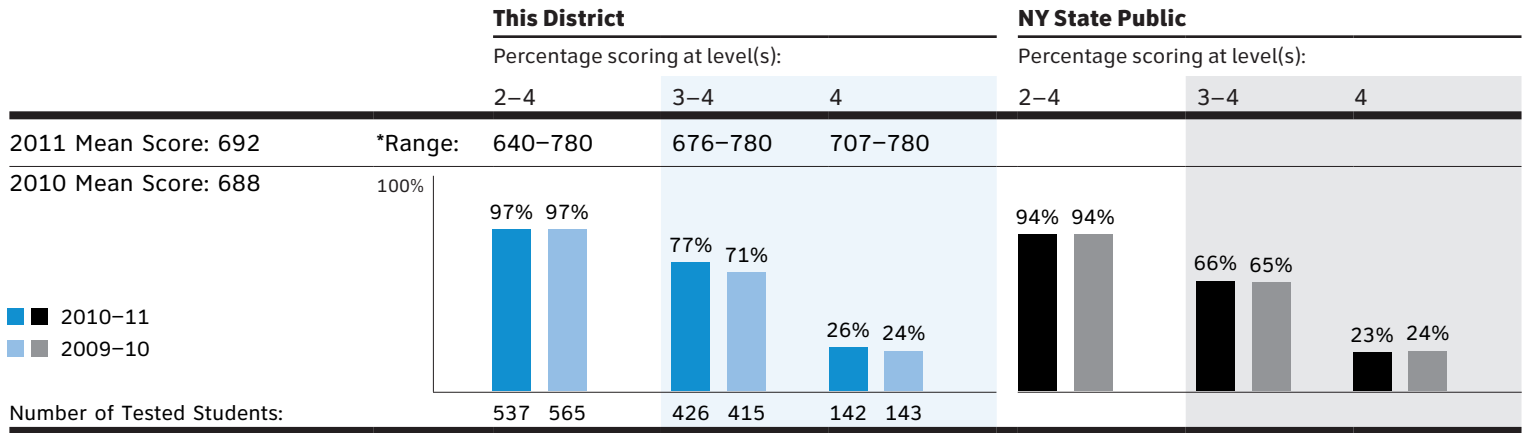
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>553</b>	<b>97%</b>	<b>77%</b>	<b>26%</b>	<b>585</b>	<b>97%</b>	<b>71%</b>	<b>24%</b>
Female	274	97%	77%	24%	283	96%	71%	22%
Male	279	97%	77%	27%	302	97%	71%	27%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	45	98%	60%	4%	50	94%	54%	14%
Hispanic or Latino	9	100%	67%	22%	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	23	100%	91%	39%	23	100%	78%	35%
White	470	97%	79%	27%	497	97%	73%	26%
Multiracial	4	-	-	-				
Small Group Totals	6	67%	50%	0%	15	93%	47%	7%
General-Education Students	446	100%	86%	30%	464	99%	82%	30%
Students with Disabilities	107	87%	40%	8%	121	87%	30%	2%
English Proficient	543	97%	77%	26%	579	97%	71%	24%
Limited English Proficient	10	90%	70%	20%	6	83%	83%	33%
Economically Disadvantaged	177	97%	64%	20%	193	96%	58%	13%
Not Disadvantaged	376	97%	83%	28%	392	97%	78%	30%
Migrant								
Not Migrant	553	97%	77%	26%	585	97%	71%	24%

#### NOTES

The - symbol indicates that data for a group of students have 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.

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### Other Assessments

	2010-11 School Year				2009-10 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	5	7	7	7	7



# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## 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
2011 Mean Score: 663	*Range: 644-785	662-785	694-785			
2010 Mean Score: 666						
Number of Tested Students:	544	539	326	361	17	40

### Results by Student Group

	2010-11 School Year				2009-10 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>583</b>	<b>93%</b>	<b>56%</b>	<b>3%</b>	<b>575</b>	<b>94%</b>	<b>63%</b>	<b>7%</b>
Female	286	95%	56%	5%	286	95%	66%	9%
Male	297	91%	56%	1%	289	92%	60%	5%
American Indian or Alaska Native	2	-	-	-	6	83%	67%	0%
Black or African American	51	86%	33%	0%	51	92%	51%	2%
Hispanic or Latino	15	100%	67%	0%	12	92%	58%	0%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	50%	5%	16	94%	94%	25%
White	489	94%	58%	3%	490	94%	63%	7%
Multiracial	4	-	-	-				
Small Group Totals	6	83%	33%	0%				
General-Education Students	462	98%	68%	4%	470	99%	73%	8%
Students with Disabilities	121	75%	11%	0%	105	69%	15%	1%
English Proficient	582	-	-	-	574	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	179	90%	44%	0%	205	91%	50%	4%
Not Disadvantaged	404	95%	61%	4%	370	95%	70%	9%
Migrant								
Not Migrant	583	93%	56%	3%	575	94%	63%	7%

#### NOTES

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### Other Assessments

	2010-11 School Year				2009-10 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	8	8	8	8	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A

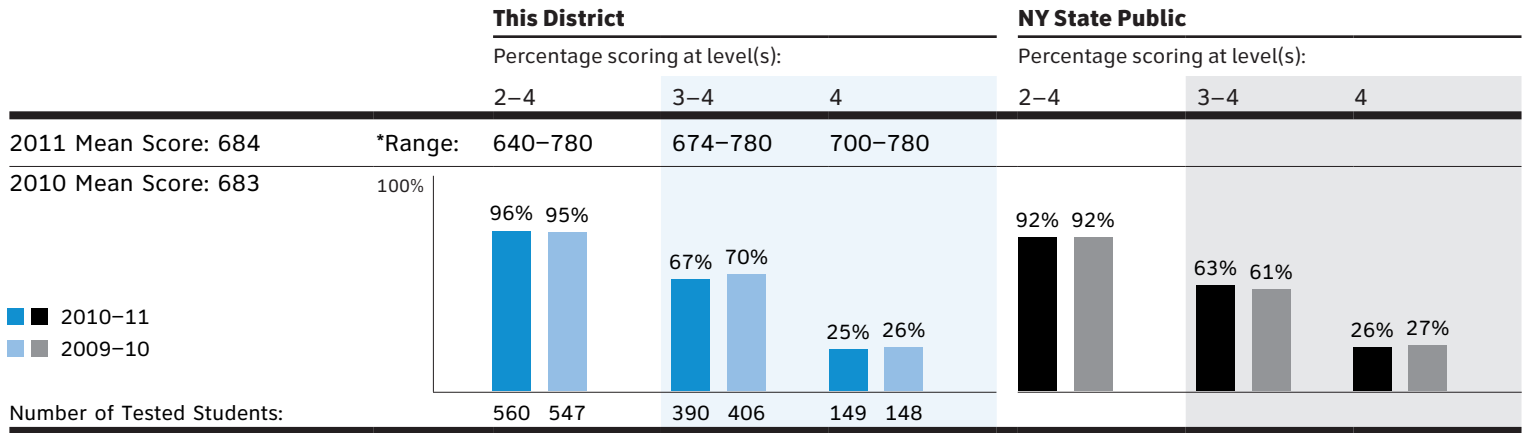
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>585</b>	<b>96%</b>	<b>67%</b>	<b>25%</b>	<b>577</b>	<b>95%</b>	<b>70%</b>	<b>26%</b>
Female	287	95%	66%	25%	287	95%	72%	25%
Male	298	96%	67%	26%	290	94%	68%	26%
American Indian or Alaska Native	2	-	-	-	6	83%	67%	0%
Black or African American	51	92%	51%	12%	51	88%	49%	14%
Hispanic or Latino	17	94%	47%	6%	11	91%	73%	27%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	82%	36%	18	100%	78%	33%
White	489	96%	69%	27%	491	96%	72%	27%
Multiracial	4	-	-	-				
Small Group Totals	6	83%	33%	0%				
General-Education Students	463	99%	77%	31%	472	99%	81%	31%
Students with Disabilities	122	82%	26%	4%	105	75%	24%	3%
English Proficient	582	-	-	-	574	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	180	93%	53%	12%	206	93%	57%	14%
Not Disadvantaged	405	97%	73%	32%	371	96%	78%	32%
Migrant								
Not Migrant	585	96%	67%	25%	577	95%	70%	26%

#### NOTES

The - symbol indicates that data for a group of students have 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.

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### Other Assessments

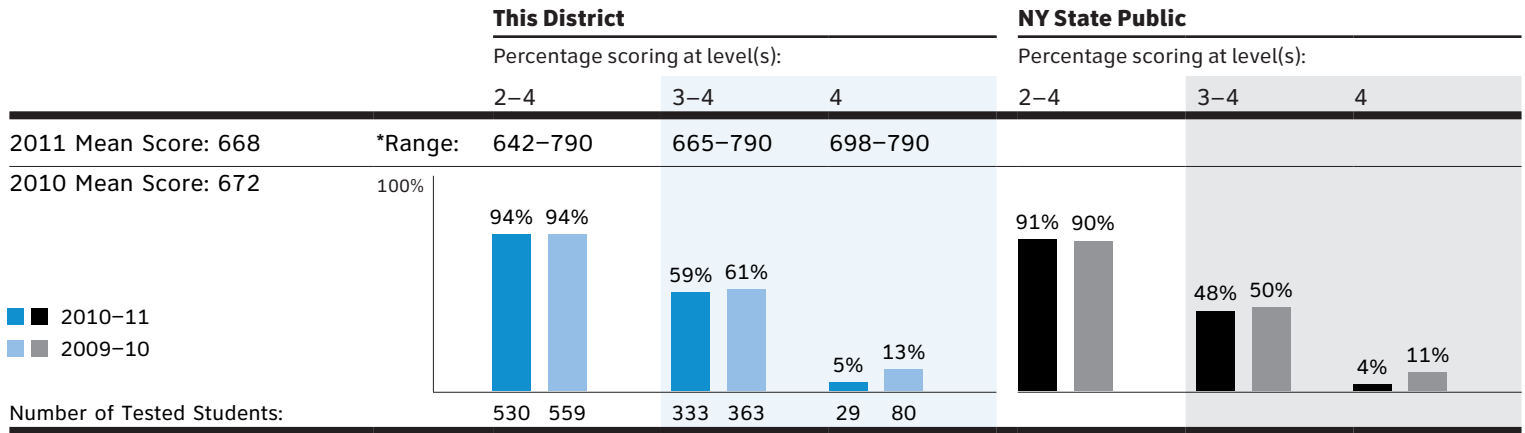
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	8	8	6	6	6	6

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>562</b>	<b>94%</b>	<b>59%</b>	<b>5%</b>	<b>593</b>	<b>94%</b>	<b>61%</b>	<b>13%</b>
Female	285	96%	64%	6%	286	95%	65%	17%
Male	277	92%	55%	5%	307	93%	58%	10%
American Indian or Alaska Native	5	-	-	-	2	-	-	-
Black or African American	48	81%	38%	2%	46	85%	35%	11%
Hispanic or Latino	14	100%	50%	0%	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	17	100%	59%	6%	26	100%	81%	19%
White	474	95%	61%	6%	511	95%	64%	14%
Multiracial	4	-	-	-				
Small Group Totals	9	100%	78%	0%	10	90%	10%	0%
General-Education Students	463	100%	70%	6%	487	99%	70%	16%
Students with Disabilities	99	68%	10%	1%	106	73%	20%	2%
English Proficient	561	-	-	-	591	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	191	91%	43%	3%	197	88%	44%	4%
Not Disadvantaged	371	96%	67%	6%	396	97%	70%	18%
Migrant								
Not Migrant	562	94%	59%	5%	593	94%	61%	13%

#### NOTES

The - symbol indicates that data for a group of students have 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.

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### Other Assessments

	2010-11 School Year				2009-10 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	7	7	7	7	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

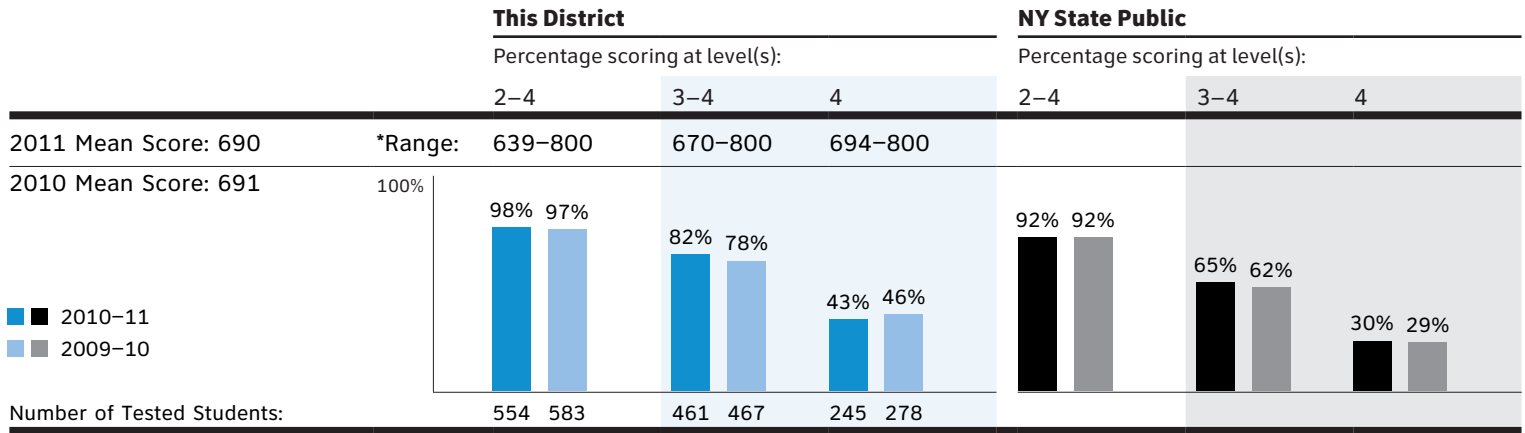
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>564</b>	<b>98%</b>	<b>82%</b>	<b>43%</b>	<b>598</b>	<b>97%</b>	<b>78%</b>	<b>46%</b>
Female	285	99%	84%	41%	288	98%	78%	46%
Male	279	97%	79%	46%	310	97%	78%	47%
American Indian or Alaska Native	5	-	-	-	2	-	-	-
Black or African American	47	96%	57%	17%	46	93%	52%	20%
Hispanic or Latino	14	100%	71%	36%	9	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	18	100%	100%	61%	28	100%	93%	75%
White	476	99%	84%	46%	513	98%	80%	48%
Multiracial	4	-	-	-				
Small Group Totals	9	89%	78%	22%	11	91%	55%	9%
General-Education Students	465	100%	91%	51%	492	99%	88%	55%
Students with Disabilities	99	91%	36%	9%	106	89%	33%	8%
English Proficient	562	-	-	-	594	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	193	97%	70%	29%	199	96%	63%	31%
Not Disadvantaged	371	99%	88%	51%	399	98%	85%	54%
Migrant								
Not Migrant	564	98%	82%	43%	598	97%	78%	46%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

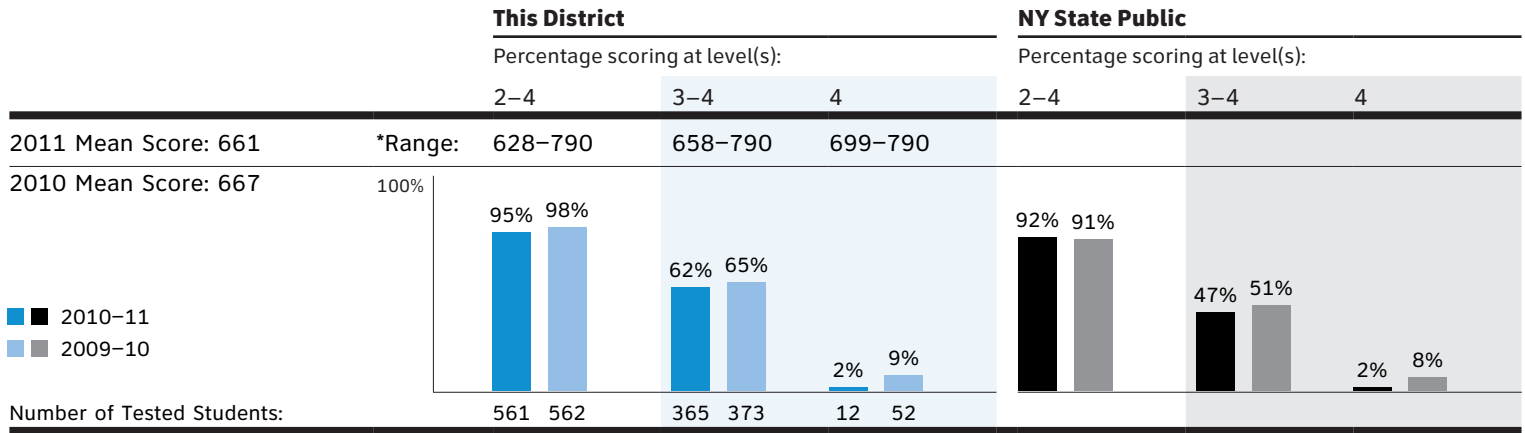
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	7	3	5	5	5	2

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

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



### Results by Student Group

	2010-11 School Year				2009-10 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>590</b>	<b>95%</b>	<b>62%</b>	<b>2%</b>	<b>576</b>	<b>98%</b>	<b>65%</b>	<b>9%</b>
Female	279	97%	67%	2%	281	99%	68%	9%
Male	311	93%	57%	2%	295	97%	61%	9%
American Indian or Alaska Native					6	83%	17%	0%
Black or African American	48	83%	40%	0%	49	96%	47%	6%
Hispanic or Latino	11	-	-	-	16	100%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	77%	3%	29	100%	79%	3%
White	497	96%	65%	2%	476	98%	66%	10%
Multiracial	4	-	-	-				
Small Group Totals	15	93%	13%	0%				
General-Education Students	483	99%	72%	2%	470	99%	73%	11%
Students with Disabilities	107	77%	17%	0%	106	91%	26%	2%
English Proficient	586	-	-	-	575	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	182	90%	45%	0%	187	95%	50%	4%
Not Disadvantaged	408	98%	70%	3%	389	99%	72%	11%
Migrant								
Not Migrant	590	95%	62%	2%	576	98%	65%	9%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A

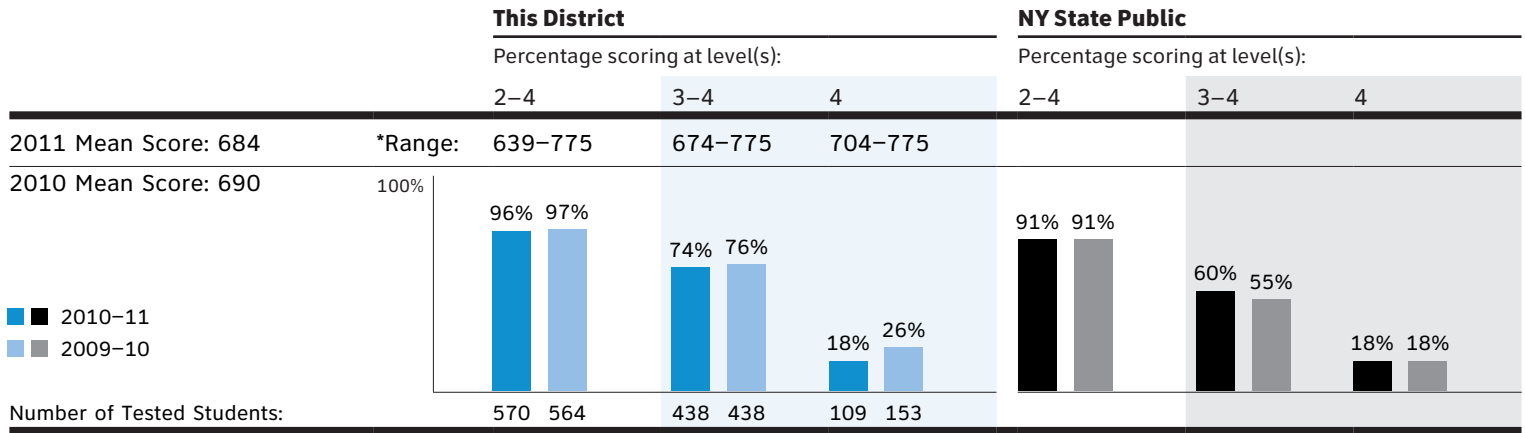
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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>592</b>	<b>96%</b>	<b>74%</b>	<b>18%</b>	<b>579</b>	<b>97%</b>	<b>76%</b>	<b>26%</b>
Female	281	99%	73%	18%	281	99%	77%	25%
Male	311	94%	75%	19%	298	96%	75%	28%
American Indian or Alaska Native					6	100%	33%	17%
Black or African American	47	89%	43%	2%	49	96%	53%	8%
Hispanic or Latino	11	-	-	-	15	100%	67%	20%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	93%	40%	33	100%	91%	33%
White	500	97%	77%	19%	476	97%	78%	28%
Multiracial	4	-	-	-				
Small Group Totals	15	87%	47%	0%				
General-Education Students	484	99%	83%	22%	474	98%	81%	30%
Students with Disabilities	108	83%	35%	3%	105	93%	51%	9%
English Proficient	588	-	-	-	574	97%	76%	26%
Limited English Proficient	4	-	-	-	5	100%	60%	20%
Economically Disadvantaged	185	94%	59%	8%	187	96%	63%	12%
Not Disadvantaged	407	98%	81%	23%	392	98%	82%	33%
Migrant								
Not Migrant	592	96%	74%	18%	579	97%	76%	26%

#### NOTES

The - symbol indicates that data for a group of students have 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.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	9	9	8	8

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

District ID **42-15-01-06-0000**

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

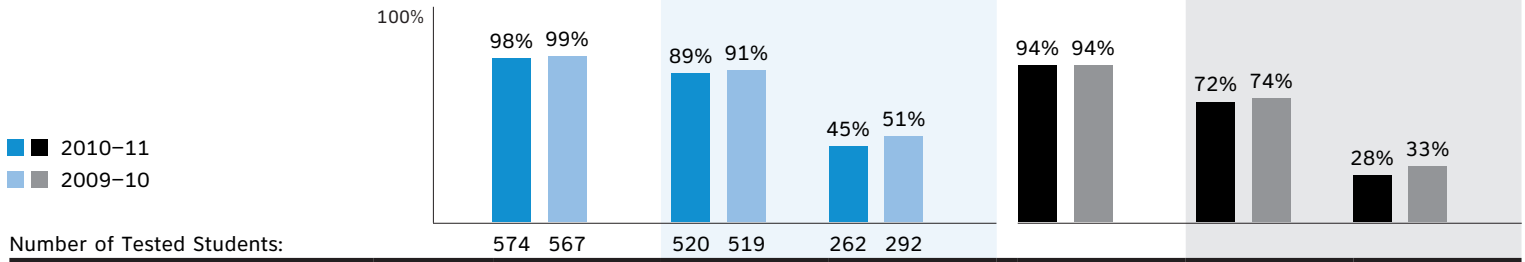
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

574 567

520 519

262 292

## Results by Student Group

### 2010-11 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

### 2009-10 School Year

Total Tested Percentage scoring at level(s):  
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
<b>All Students</b>	<b>583</b>	<b>98%</b>	<b>89%</b>	<b>45%</b>	<b>573</b>	<b>99%</b>	<b>91%</b>	<b>51%</b>
Female	276	99%	88%	41%	279	100%	91%	42%
Male	307	98%	90%	49%	294	98%	90%	60%
American Indian or Alaska Native					6	100%	50%	17%
Black or African American	45	93%	78%	18%	48	98%	79%	27%
Hispanic or Latino	11	-	-	-	15	100%	87%	20%
Asian or Native Hawaiian/Other Pacific Islander	30	100%	97%	67%	33	100%	94%	67%
White	493	99%	91%	47%	471	99%	92%	54%
Multiracial	4	-	-	-				
Small Group Totals	15	100%	60%	13%				
General-Education Students	479	100%	96%	52%	472	100%	94%	57%
Students with Disabilities	104	92%	59%	11%	101	95%	74%	22%
English Proficient	579	-	-	-	568	99%	91%	51%
Limited English Proficient	4	-	-	-	5	100%	60%	20%
Economically Disadvantaged	181	97%	78%	28%	182	98%	81%	37%
Not Disadvantaged	402	99%	94%	52%	391	99%	95%	58%
Migrant								
Not Migrant	583	98%	89%	45%	573	99%	91%	51%

### NOTES

The - symbol indicates that data for a group of students have 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

### 2010-11 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

### 2009-10 School Year

Total Tested Number scoring at level(s):  
2-4 3-4 4

	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	9
Regents Science	0	0

# 4 Overview of District Performance

District **LIVERPOOL CENTRAL SCHOOL DISTRICT**

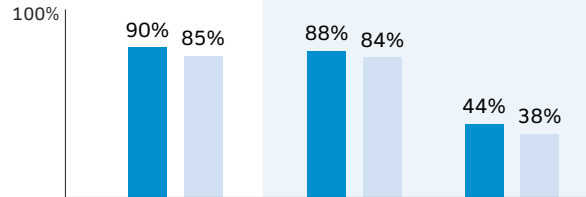
District ID **42-15-01-06-0000**

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

### This District

Percentage scoring at level(s):

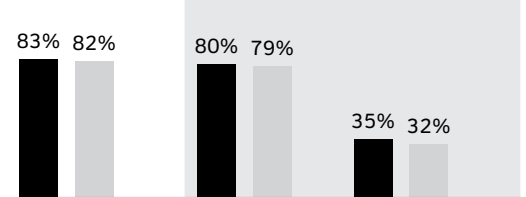
2-4      3-4      4



### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



■ 2007 Cohort  
■ 2006 Cohort

## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>608</b>	<b>90%</b>	<b>88%</b>	<b>44%</b>	<b>668</b>	<b>85%</b>	<b>84%</b>	<b>38%</b>
Female	277	92%	90%	51%	328	85%	84%	44%
Male	331	88%	86%	38%	340	84%	84%	33%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	62	82%	76%	21%	43	72%	72%	19%
Hispanic or Latino	13	-	-	-	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	16	75%	75%	44%	22	86%	86%	45%
White	514	92%	90%	48%	587	86%	85%	40%
Multiracial	2	-	-	-				
Small Group Totals	16	81%	75%	6%	16	69%	63%	6%
General-Education Students	506	93%	92%	52%	553	90%	89%	46%
Students with Disabilities	102	75%	67%	6%	115	61%	57%	3%
English Proficient	604	-	-	-	667	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	150	85%	81%	23%	159	81%	79%	23%
Not Disadvantaged	458	91%	90%	51%	509	86%	85%	43%
Migrant								
Not Migrant	608	90%	88%	44%	668	85%	84%	38%

### NOTES

The - symbol indicates that data for a group of students have 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.

\* 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.

\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

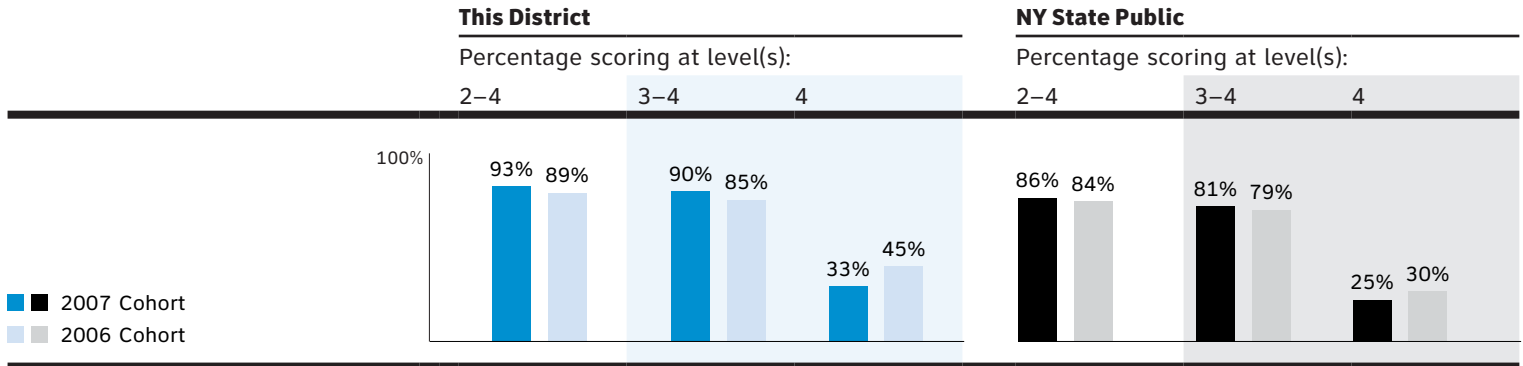


# 4 Overview of District Performance

District LIVERPOOL CENTRAL SCHOOL DISTRICT

District ID 42-15-01-06-0000

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>608</b>	<b>93%</b>	<b>90%</b>	<b>33%</b>	<b>668</b>	<b>89%</b>	<b>85%</b>	<b>45%</b>
Female	277	95%	92%	38%	328	88%	86%	45%
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American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	62	90%	79%	15%	43	81%	72%	16%
Hispanic or Latino	13	-	-	-	13	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	16	88%	88%	38%	22	91%	86%	64%
White	514	94%	91%	36%	587	90%	87%	47%
Multiracial	2	-	-	-				
Small Group Totals	16	81%	75%	6%	16	75%	63%	25%
General-Education Students	506	96%	95%	38%	553	94%	92%	51%
Students with Disabilities	102	76%	64%	6%	115	64%	54%	15%
English Proficient	604	-	-	-	667	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	150	91%	84%	15%	159	88%	79%	31%
Not Disadvantaged	458	94%	91%	39%	509	89%	87%	49%
Migrant								
Not Migrant	608	93%	90%	33%	668	89%	85%	45%

#### NOTES

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