

New York State School Report Card

Comprehensive Information Report

BEDS Code : 51-16-02-04-0002
 Name : Lisbon Central School
 Principal: Mr. Christopher J. Todd

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	35	39	20
First	56	42	47
Second	50	45	37
Third	48	48	40
Fourth	45	48	51
Fifth	50	43	48
Sixth	44	51	42
Ungraded Elementary	0	0	0
Seventh	55	43	50
Eighth	51	57	43
Ninth	46	52	57
Tenth	62	41	46
Eleventh	48	56	36
Twelfth	51	48	51
Ungraded Secondary	0	0	0
Total K-12 Enrollment	641	613	568

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	2	0.4%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	641	100.0%	613	100.0%	566	99.6%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	18	10	13
Common Branch	17	16	16
English Grade 8	0	0	0
Mathematics Grade 8	17	17	12
Science Grade 8	0	0	0
Social Studies Grade 8	17	19	14
English Grade 10	20	15	0
Mathematics Grade 10	15	13	14
Science Grade 10	19	18	15
Social Studies Grade 10	20	14	15

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		95.7%		95.0%
Student Suspensions	27	4.1%	37	5.8%	8	1.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	20.6%	17.1%	20.4%
Reduced Lunch	8.7%	6.5%	11.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	88%	98%	100%

Staff Counts

Staff	2001–2002
Total Teachers	55
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis.
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	45	44	98%	47	47	100%	46	33	72%
Students with Disabilities	6	0	0%	0	0	0%	2	2	100%
All Students	51	44	86%	47	47	100%	48	35	73%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	23	0	0	3	0
Percent	46%	48%	0%	0%	6%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
2	2	1	3

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					1	0.5%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.5%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	5	2.4%	5	2.5%	1	0.5%
	Entered GED Program*	4	1.9%	3	1.5%	0	0.0%
	Total Noncompleters	9	4.3%	8	4.1%	1	0.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	32	59%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	3	#	2	#
Science	1	100%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	45	53	38	3	2	8
Number Scoring 55–100	45	53	35	#	#	6
Number Scoring 65–100	41	49	28	#	#	2
Number Scoring 85–100	3	15	12	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	92%	#	#	75%
Percentage of Tested Scoring 65–100	91%	92%	74%	#	#	25%
Percentage of Tested Scoring 85–100	7%	28%	32%	#	#	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	52	13	7	5	8	2
Number Scoring 55–100	41	9	5	1	5	#
Number Scoring 65–100	36	8	3	1	5	#
Number Scoring 85–100	16	0	0	0	0	#
Percentage of Tested Scoring 55–100	79%	69%	71%	20%	62%	#
Percentage of Tested Scoring 65–100	69%	62%	43%	20%	62%	#
Percentage of Tested Scoring 85–100	31%	0%	0%	0%	0%	#
Mathematics A						
Number Tested	0	0	46	0	0	7
Number Scoring 55–100	0	0	43	0	0	6
Number Scoring 65–100	0	0	37	0	0	4
Number Scoring 85–100	0	0	18	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	86%
Percentage of Tested Scoring 65–100	0%	0%	80%	0%	0%	57%
Percentage of Tested Scoring 85–100	0%	0%	39%	0%	0%	14%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	59	38	50	4	4	10
Number Scoring 55–100	55	38	48	#	#	9
Number Scoring 65–100	49	32	39	#	#	6
Number Scoring 85–100	14	13	10	#	#	0
Percentage of Tested Scoring 55–100	93%	100%	96%	#	#	90%
Percentage of Tested Scoring 65–100	83%	84%	78%	#	#	60%
Percentage of Tested Scoring 85–100	24%	34%	20%	#	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	49	0		4	0	
Number Scoring 55–100	48	0		#	0	
Number Scoring 65–100	42	0		#	0	
Number Scoring 85–100	20	0		#	0	
Percentage of Tested Scoring 55–100	98%	0%		#	0%	
Percentage of Tested Scoring 65–100	86%	0%		#	0%	
Percentage of Tested Scoring 85–100	41%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		51	34		2	5
Number Scoring 55–100		51	33		#	4
Number Scoring 65–100		51	31		#	4
Number Scoring 85–100		18	12		#	0
Percentage of Tested Scoring 55–100		100%	97%		#	80%
Percentage of Tested Scoring 65–100		100%	91%		#	80%
Percentage of Tested Scoring 85–100		35%	35%		#	0%
Living Environment (first administered June 2001)						
Number Tested		47	41		5	9
Number Scoring 55–100		47	41		5	9
Number Scoring 65–100		44	40		5	9
Number Scoring 85–100		12	10		0	0
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		94%	98%		100%	100%
Percentage of Tested Scoring 85–100		26%	24%		0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		36	54		0	4
Number Scoring 55–100		36	52		0	#
Number Scoring 65–100		31	46		0	#
Number Scoring 85–100		7	13		0	#
Percentage of Tested Scoring 55–100		100%	96%		0%	#
Percentage of Tested Scoring 65–100		86%	85%		0%	#
Percentage of Tested Scoring 85–100		19%	24%		0%	#

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	44	55	47	49	49
2001	67	49	60	52	57
2002	63	47	37	54	50

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	7	4	3	5	5
2001	11	6	2	3	6
2002	15	10	7	5	9

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	49	57	50	5	6	9
Comprehensive Spanish						
Number Tested	27	31	20	0	0	0
Number Scoring 55–100	27	30	20	0	0	0
Number Scoring 65–100	27	28	20	0	0	0
Number Scoring 85–100	7	15	15	0	0	0
Percentage of AGE Tested	55%	54%	40%	0%	0%	0%
Percentage of AGE Scoring 55–100	55%	53%	40%	0%	0%	0%
Percentage of AGE Scoring 65–100	55%	49%	40%	0%	0%	0%
Percentage of AGE Scoring 85–100	14%	26%	30%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	100%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	49	57	50	5	6	9
Sequential Mathematics, Course II						
Number Tested	45	38	9	3	1	0
Number Scoring 55–100	40	34	5	#	#	0
Number Scoring 65–100	31	28	4	#	#	0
Number Scoring 85–100	15	8	0	#	#	0
Percentage of AGE Tested	92%	67%	18%	#	#	0%
Percentage of AGE Scoring 55–100	82%	60%	10%	#	#	0%
Percentage of AGE Scoring 65–100	63%	49%	8%	#	#	0%
Percentage of AGE Scoring 85–100	31%	14%	0%	#	#	0%
Percentage of Tested Scoring 65–100	69%	74%	44%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	44	24	32	0	2	0
Number Scoring 55–100	40	23	29	0	#	0
Number Scoring 65–100	37	22	26	0	#	0
Number Scoring 85–100	24	9	13	0	#	0
Percentage of AGE Tested	90%	42%	64%	0%	#	0%
Percentage of AGE Scoring 55–100	82%	40%	58%	0%	#	0%
Percentage of AGE Scoring 65–100	76%	39%	52%	0%	#	0%
Percentage of AGE Scoring 85–100	49%	16%	26%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	92%	81%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	49	57	50	5	6	9
Physics (last administered January 2002)						
Number Tested	20	16	0	0	0	0
Number Scoring 55–100	19	14	0	0	0	0
Number Scoring 65–100	16	11	0	0	0	0
Number Scoring 85–100	1	1	0	0	0	0
Percentage of AGE Tested	41%	28%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	39%	25%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	33%	19%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	69%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			26			0
Number Scoring 55–100			24			0
Number Scoring 65–100			14			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			52%			0%
Percentage of AGE Scoring 55–100			48%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			6%			0%
Percentage of Tested Scoring 65–100			54%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			12			0
Number Scoring 55–100			8			0
Number Scoring 65–100			7			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			24%			0%
Percentage of AGE Scoring 55–100			16%			0%
Percentage of AGE Scoring 65–100			14%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			58%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	14	100%	30	100%
Students with Disabilities	0	0%	1	#	7	100%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	42	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	46	0%	2%	50%	48%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	49	49	3	3	52	52
Number Scoring 55–64	#	#	#	#	2	1
Number Scoring 65–84	#	#	#	#	35	32
Number Scoring 85–100	#	#	#	#	13	18
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	31	8	39
Number Scoring 55–64	2	0	2
Number Scoring 65–84	19	7	26
Number Scoring 85–100	10	0	10
Approved Alternatives	0	0	0

(Form – O)