

# New York State School Report Card

## Comprehensive Information Report

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

Grade Range : K-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	26	40	30
First	51	35	44
Second	38	38	31
Third	40	40	37
Fourth	39	37	38
Fifth	52	39	37
Sixth	51	48	35
Ungraded Elementary	0	0	0
Seventh	51	54	50
Eighth	49	39	56
Ninth	53	49	42
Tenth	56	43	46
Eleventh	47	50	37
Twelfth	34	40	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	587	552	535

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	1	0.2%	0	0.0%
Black (Not Hispanic)	3	0.5%	3	0.5%	1	0.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	583	99.3%	548	99.3%	534	99.8%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	13	15
Common Branch	16	16	17
English Grade 8	16	13	19
Mathematics Grade 8	16	13	17
Science Grade 8	0	13	0
Social Studies Grade 8	17	39	18
English Grade 10	0	14	0
Mathematics Grade 10	20	15	16
Science Grade 10	27	12	16
Social Studies Grade 10	18	14	16

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

**Student Demographics Used To Determine Similar Schools Group**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	142	24.2%	107	19.4%	117	21.9%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		95.6%		95.0%
<b>Student Suspensions</b>	9	1.6%	9	1.5%	12	2.2%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	10.2%	11.6%	13.3%
<b>Public Assistance</b>	21-30%	21-30%	31-40%
<b>Student Stability</b>	94%	100%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	45
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	33	33	46
	Regents Diplomas	20	30	39
	% Regents Diplomas	61%	91%	85%
	Regents Diplomas with Advanced Designation**			21
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	6	5
	Regents Diplomas	0	1	2
	% Regents Diplomas	0%	17%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	0
<b>All Students</b>	Total Graduates*	38	39	51
	Regents Diplomas	20	31	41
	% Regents Diplomas	53%	79%	80%
	Regents Diplomas with Advanced Designation**			21
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	2	2	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	14	24	1	2	5	0	0	0
	<b>Percent</b>	30%	52%	2%	4%	11%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	0	1	0	3	0	0	0
	<b>Percent</b>	20%	0%	20%	0%	60%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	15	24	2	2	8	0	0	0
	<b>Percent</b>	29%	47%	4%	4%	16%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		2	1.2%	2	1.3%
	Entered GED Program*	0		4	2.4%	0	0.0%
	Total Noncompleters	2		6	3.6%	2	1.3%
<b>Students with Disabilities</b>	Dropped Out	1		2	6.9%	0	0.0%
	Entered GED Program*	1		2	6.9%	1	4.3%
	Total Noncompleters	2		4	13.8%	1	4.3%
<b>All Students</b>	Dropped Out	3	1.6%	4	2.0%	2	1.1%
	Entered GED Program*	1	0.5%	6	3.1%	1	0.6%
	Total Noncompleters	4	2.1%	10	5.1%	3	1.7%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
<b>6-8</b>	Number of General-Education Students	0	49	36
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	49	36
	Percent of Enrollment	0%	35%	26%
<b>9-12</b>	Number of General-Education Students	0	81	58
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	81	58
	Percent of Enrollment	0%	45%	33%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	39	85%	35	40%	57	74%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	0	0%
Science	0	0%	3	#	0	0%
Reading	1	#	1	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	47	53	37	9	7	4
Number Scoring 55-100	46	50	37	8	5	#
Number Scoring 65-100	36	44	30	3	2	#
Number Scoring 85-100	13	16	9	0	1	#
Percentage of Tested Scoring 55-100	98%	94%	100%	89%	71%	#
Percentage of Tested Scoring 65-100	77%	83%	81%	33%	29%	#
Percentage of Tested Scoring 85-100	28%	30%	24%	0%	14%	#
<b>Mathematics A</b>						
Number Tested	59	48	44	6	10	4
Number Scoring 55-100	54	48	44	3	10	#
Number Scoring 65-100	51	44	42	3	7	#
Number Scoring 85-100	6	10	10	0	0	#
Percentage of Tested Scoring 55-100	92%	100%	100%	50%	100%	#
Percentage of Tested Scoring 65-100	86%	92%	95%	50%	70%	#
Percentage of Tested Scoring 85-100	10%	21%	23%	0%	0%	#
<b>Mathematics B</b>						
Number Tested	30	31	13	3	0	1
Number Scoring 55-100	27	26	11	#	0	#
Number Scoring 65-100	21	24	11	#	0	#
Number Scoring 85-100	1	9	3	#	0	#
Percentage of Tested Scoring 55-100	90%	84%	85%	#	0%	#
Percentage of Tested Scoring 65-100	70%	77%	85%	#	0%	#
Percentage of Tested Scoring 85-100	3%	29%	23%	#	0%	#
<b>Global History and Geography</b>						
Number Tested	59	46	41	9	6	3
Number Scoring 55-100	54	40	41	7	3	#
Number Scoring 65-100	47	37	37	5	3	#
Number Scoring 85-100	16	8	11	0	0	#
Percentage of Tested Scoring 55-100	92%	87%	100%	78%	50%	#
Percentage of Tested Scoring 65-100	80%	80%	90%	56%	50%	#
Percentage of Tested Scoring 85-100	27%	17%	27%	0%	0%	#
<b>U.S. History and Government</b>						
Number Tested	45	53	41	9	6	4
Number Scoring 55-100	43	48	37	8	4	#
Number Scoring 65-100	39	40	35	6	2	#
Number Scoring 85-100	13	20	16	1	0	#
Percentage of Tested Scoring 55-100	96%	91%	90%	89%	67%	#
Percentage of Tested Scoring 65-100	87%	75%	85%	67%	33%	#
Percentage of Tested Scoring 85-100	29%	38%	39%	11%	0%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	53	43	45	7	6	3
Number Scoring 55-100	52	43	45	7	6	#
Number Scoring 65-100	52	42	43	7	6	#
Number Scoring 85-100	13	12	26	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	98%	98%	96%	100%	100%	#
Percentage of Tested Scoring 85-100	25%	28%	58%	0%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	35	42	22	2	2	3
Number Scoring 55-100	30	39	19	#	#	#
Number Scoring 65-100	29	33	19	#	#	#
Number Scoring 85-100	10	10	3	#	#	#
Percentage of Tested Scoring 55-100	86%	93%	86%	#	#	#
Percentage of Tested Scoring 65-100	83%	79%	86%	#	#	#
Percentage of Tested Scoring 85-100	29%	24%	14%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	33	28	18	2	1	0
Number Scoring 55-100	31	28	17	#	#	0
Number Scoring 65-100	25	26	16	#	#	0
Number Scoring 85-100	3	6	5	#	#	0
Percentage of Tested Scoring 55-100	94%	100%	94%	#	#	0%
Percentage of Tested Scoring 65-100	76%	93%	89%	#	#	0%
Percentage of Tested Scoring 85-100	9%	21%	28%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		11	6		1	0
Number Scoring 55-100		9	6		#	0
Number Scoring 65-100		7	6		#	0
Number Scoring 85-100		1	1		#	0
Percentage of Tested Scoring 55-100		82%	100%		#	0%
Percentage of Tested Scoring 65-100		64%	100%		#	0%
Percentage of Tested Scoring 85-100		9%	17%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	20	13	12	0	0	0
Number Scoring 55-100	20	13	12	0	0	0
Number Scoring 65-100	20	13	12	0	0	0
Number Scoring 85-100	15	9	8	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	69%	67%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	31	6%	6%	61%	26%
	Students with Disabilities	6	0%	17%	67%	17%
	All Students	37	5%	8%	62%	24%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	49	0%	12%	69%	18%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	54	0%	17%	67%	17%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	45	45	45	6	6	6	51	51	51
Number Scoring 55–64	4	3	0	2	2	0	6	5	0
Number Scoring 65–84	25	21	24	2	2	5	27	23	29
Number Scoring 85–100	15	19	21	0	0	0	15	19	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)