

New York State School Report Card Comprehensive Information Report

BEDS Code: 51-16-02-04-0002

Grade Range : K-12

Name: Lisbon Central School

Principal: Christopher J. Todd

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	39	20	26
First	42	47	51
Second	45	37	38
Third	48	40	40
Fourth	48	51	39
Fifth	43	48	52
Sixth	51	42	51
Ungraded Elementary	0	0	0
Seventh	43	50	51
Eighth	57	43	49
Ninth	52	57	53
Tenth	41	46	56
Eleventh	56	36	47
Twelfth	48	51	34
Ungraded Secondary	0	0	0
Total K-12 Enrollment	613	568	587

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	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%	1	0.2%
Black (Not Hispanic)	0	0.0%	2	0.4%	3	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	613	100.0%	566	99.6%	583	99.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	10	13	14
Common Branch	16	16	16
English Grade 8	0	0	16
Mathematics Grade 8	17	12	16
Science Grade 8	0	0	0
Social Studies Grade 8	19	14	17
English Grade 10	15	0	0
Mathematics Grade 10	13	14	20
Science Grade 10	18	15	27
Social Studies Grade 10	14	15	18

(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 serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	105	17.1%	116	20.4%	142	24.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.0%		95.4%
Student Suspensions	37	5.8%	8	1.3%	9	1.6%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.5%	11.1%	10.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	94%

Staff Counts

Staff	2002–2003
Total Teachers	52
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	47	47	100%	46	33	72%	33	20	61%
Students with Disabilities	0	0	0%	2	2	100%	5	0	0%
All Students	47	47	100%	48	35	73%	38	20	53%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	33	2	0	0	3	0
Percent	87%	5%	0%	0%	8%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	0	2	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	5	2.5%	1	0.5%	3	1.6%
	Entered GED Program*	3	1.5%	0	0.0%	1	0.5%
	Total Noncompleters	8	4.1%	1	0.5%	4	2.1%

*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)

Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	32	59%	39	85%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	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		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	53	38	47	2	8	9
Number Scoring 55–100	53	35	46	#	6	8
Number Scoring 65–100	49	28	36	#	2	3
Number Scoring 85–100	15	12	13	#	0	0
Percentage of Tested Scoring 55–100	100%	92%	98%	#	75%	89%
Percentage of Tested Scoring 65–100	92%	74%	77%	#	25%	33%
Percentage of Tested Scoring 85–100	28%	32%	28%	#	0%	0%
Mathematics A						
Number Tested	0	46	59	0	7	6
Number Scoring 55–100	0	43	54	0	6	3
Number Scoring 65–100	0	37	51	0	4	3
Number Scoring 85–100	0	18	6	0	1	0
Percentage of Tested Scoring 55–100	0%	93%	92%	0%	86%	50%
Percentage of Tested Scoring 65–100	0%	80%	86%	0%	57%	50%
Percentage of Tested Scoring 85–100	0%	39%	10%	0%	14%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	30	0	0	3
Number Scoring 55–100	0	0	27	0	0	#
Number Scoring 65–100	0	0	21	0	0	#
Number Scoring 85–100	0	0	1	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	90%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	#
Global History and Geography						
Number Tested	38	50	59	4	10	9
Number Scoring 55–100	38	48	54	#	9	7
Number Scoring 65–100	32	39	47	#	6	5
Number Scoring 85–100	13	10	16	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	92%	#	90%	78%
Percentage of Tested Scoring 65–100	84%	78%	80%	#	60%	56%
Percentage of Tested Scoring 85–100	34%	20%	27%	#	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	51	34	45	2	5	9
Number Scoring 55–100	51	33	43	#	4	8
Number Scoring 65–100	51	31	39	#	4	6
Number Scoring 85–100	18	12	13	#	0	1
Percentage of Tested Scoring 55–100	100%	97%	96%	#	80%	89%
Percentage of Tested Scoring 65–100	100%	91%	87%	#	80%	67%
Percentage of Tested Scoring 85–100	35%	35%	29%	#	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	47	41	53	5	9	7
Number Scoring 55–100	47	41	52	5	9	7
Number Scoring 65–100	44	40	52	5	9	7
Number Scoring 85–100	12	10	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	94%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	26%	24%	25%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	36	54	35	0	4	2
Number Scoring 55–100	36	52	30	0	#	#
Number Scoring 65–100	31	46	29	0	#	#
Number Scoring 85–100	7	13	10	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	86%	0%	#	#
Percentage of Tested Scoring 65–100	86%	85%	83%	0%	#	#
Percentage of Tested Scoring 85–100	19%	24%	29%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		26	33		0	2
Number Scoring 55–100		24	31		0	#
Number Scoring 65–100		14	25		0	#
Number Scoring 85–100		3	3		0	#
Percentage of Tested Scoring 55–100		92%	94%		0%	#
Percentage of Tested Scoring 65–100		54%	76%		0%	#
Percentage of Tested Scoring 85–100		12%	9%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	31	20	20	0	0	0
Number Scoring 55–100	30	20	20	0	0	0
Number Scoring 65–100	28	20	20	0	0	0
Number Scoring 85–100	15	15	15	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	48%	75%	75%	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 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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	38	9	0	1	0	0
Number Scoring 55–100	34	5	0	#	0	0
Number Scoring 65–100	28	4	0	#	0	0
Number Scoring 85–100	8	0	0	#	0	0
Percentage of Tested Scoring 55–100	89%	56%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	74%	44%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	21%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	24	32	1	2	0	0
Number Scoring 55–100	23	29	#	#	0	0
Number Scoring 65–100	22	26	#	#	0	0
Number Scoring 85–100	9	13	#	#	0	0
Percentage of Tested Scoring 55–100	96%	91%	#	#	0%	0%
Percentage of Tested Scoring 65–100	92%	81%	#	#	0%	0%
Percentage of Tested Scoring 85–100	38%	41%	#	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	30	100%	34	91%
Students with Disabilities	1	#	7	100%	3	#

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	48	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	52	0%	8%	56%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	40	0%	15%	83%	3%
	Students with Disabilities	9	0%	78%	22%	0%
	All Students	49	0%	27%	71%	2%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	31	31	31	5	5	5	36	36	36
Number Scoring 55–64	2	2	1	1	0	0	3	2	1
Number Scoring 65–84	13	15	19	4	4	5	17	19	24
Number Scoring 85–100	14	12	9	0	0	0	14	12	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)