

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	20	26	40
First	47	51	35
Second	37	38	38
Third	40	40	40
Fourth	51	39	37
Fifth	48	52	39
Sixth	42	51	48
Ungraded Elementary	0	0	0
Seventh	50	51	54
Eighth	43	49	39
Ninth	57	53	49
Tenth	46	56	43
Eleventh	36	47	50
Twelfth	51	34	40
Ungraded Secondary	0	0	0
Total K-12 Enrollment	568	587	552

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	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%	1	0.2%	1	0.2%
Black (Not Hispanic)	2	0.4%	3	0.5%	3	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	566	99.6%	583	99.3%	548	99.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	13	14	13
Common Branch	16	16	16
English Grade 8	0	16	13
Mathematics Grade 8	12	16	13
Science Grade 8	0	0	13
Social Studies Grade 8	14	17	39
English Grade 10	0	0	14
Mathematics Grade 10	14	20	15
Science Grade 10	15	27	12
Social Studies Grade 10	15	18	14

(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. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	116	20.4%	142	24.2%	107	19.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.4%		95.6%
Student Suspensions	8	1.3%	9	1.6%	9	1.5%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.1%	10.2%	11.6%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	94%	100%

Staff Counts

Staff	2003-04
Total Teachers	51
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	46	33	72%	33	20	61%	33	30	91%
Students with Disabilities	2	2	100%	5	0	0%	6	1	17%
All Students	48	35	73%	38	20	53%	39	31	79%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	16	15	0	4	4	0
Percent	41%	38%	0%	10%	10%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	1	2	8

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		2		2	1.2%
	Entered GED Program*	0		0		4	2.4%
	Total Noncompleters	1		2		6	3.6%
Students with Disabilities	Dropped Out	0		1		2	6.9%
	Entered GED Program*	0		1		2	6.9%
	Total Noncompleters	0		2		4	13.8%
All Students	Dropped Out	1	0.5%	3	1.6%	4	2.0%
	Entered GED Program*	0	0.0%	1	0.5%	6	3.1%
	Total Noncompleters	1	0.5%	4	2.1%	10	5.1%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	Number of General-Education Students	0	0	49
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	49
	Percent of Enrollment	0%	0%	35%
9-12	Number of General-Education Students	0	0	81
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	81
	Percent of Enrollment	0%	0%	45%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	32	59%	39	85%	35	40%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	3	#
Science	0	0%	0	0%	3	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	38	47	53	8	9	7
Number Scoring 55-100	35	46	50	6	8	5
Number Scoring 65-100	28	36	44	2	3	2
Number Scoring 85-100	12	13	16	0	0	1
Percentage of Tested Scoring 55-100	92%	98%	94%	75%	89%	71%
Percentage of Tested Scoring 65-100	74%	77%	83%	25%	33%	29%
Percentage of Tested Scoring 85-100	32%	28%	30%	0%	0%	14%
Mathematics A						
Number Tested	46	59	48	7	6	10
Number Scoring 55-100	43	54	48	6	3	10
Number Scoring 65-100	37	51	44	4	3	7
Number Scoring 85-100	18	6	10	1	0	0
Percentage of Tested Scoring 55-100	93%	92%	100%	86%	50%	100%
Percentage of Tested Scoring 65-100	80%	86%	92%	57%	50%	70%
Percentage of Tested Scoring 85-100	39%	10%	21%	14%	0%	0%
Mathematics B						
Number Tested	0	30	31	0	3	0
Number Scoring 55-100	0	27	26	0	#	0
Number Scoring 65-100	0	21	24	0	#	0
Number Scoring 85-100	0	1	9	0	#	0
Percentage of Tested Scoring 55-100	0%	90%	84%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	70%	77%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	3%	29%	0%	#	0%
Global History and Geography						
Number Tested	50	59	46	10	9	6
Number Scoring 55-100	48	54	40	9	7	3
Number Scoring 65-100	39	47	37	6	5	3
Number Scoring 85-100	10	16	8	0	0	0
Percentage of Tested Scoring 55-100	96%	92%	87%	90%	78%	50%
Percentage of Tested Scoring 65-100	78%	80%	80%	60%	56%	50%
Percentage of Tested Scoring 85-100	20%	27%	17%	0%	0%	0%
U.S. History and Government						
Number Tested	34	45	53	5	9	6
Number Scoring 55-100	33	43	48	4	8	4
Number Scoring 65-100	31	39	40	4	6	2
Number Scoring 85-100	12	13	20	0	1	0
Percentage of Tested Scoring 55-100	97%	96%	91%	80%	89%	67%
Percentage of Tested Scoring 65-100	91%	87%	75%	80%	67%	33%
Percentage of Tested Scoring 85-100	35%	29%	38%	0%	11%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	41	53	43	9	7	6
Number Scoring 55-100	41	52	43	9	7	6
Number Scoring 65-100	40	52	42	9	7	6
Number Scoring 85-100	10	13	12	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 85-100	24%	25%	28%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	54	35	42	4	2	2
Number Scoring 55-100	52	30	39	#	#	#
Number Scoring 65-100	46	29	33	#	#	#
Number Scoring 85-100	13	10	10	#	#	#
Percentage of Tested Scoring 55-100	96%	86%	93%	#	#	#
Percentage of Tested Scoring 65-100	85%	83%	79%	#	#	#
Percentage of Tested Scoring 85-100	24%	29%	24%	#	#	#
Physical Setting/Chemistry						
Number Tested	26	33	28	0	2	1
Number Scoring 55-100	24	31	28	0	#	#
Number Scoring 65-100	14	25	26	0	#	#
Number Scoring 85-100	3	3	6	0	#	#
Percentage of Tested Scoring 55-100	92%	94%	100%	0%	#	#
Percentage of Tested Scoring 65-100	54%	76%	93%	0%	#	#
Percentage of Tested Scoring 85-100	12%	9%	21%	0%	#	#
Physical Setting/Physics						
Number Tested			11			1
Number Scoring 55-100			9			#
Number Scoring 65-100			7			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			82%			#
Percentage of Tested Scoring 65-100			64%			#
Percentage of Tested Scoring 85-100			9%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
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	20	20	13	0	0	0
Number Scoring 55-100	20	20	13	0	0	0
Number Scoring 65-100	20	20	13	0	0	0
Number Scoring 85-100	15	15	9	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%	75%	69%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	32	1	0	0	0	0
Number Scoring 55-100	29	#	0	0	0	0
Number Scoring 65-100	26	#	0	0	0	0
Number Scoring 85-100	13	#	0	0	0	0
Percentage of Tested Scoring 55-100	91%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	41%	#	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	34	91%	13	100%
Students with Disabilities	7	100%	3	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	34	3%	6%	68%	24%
	Students with Disabilities	5	40%	40%	20%	0%
	All Students	39	8%	10%	62%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	34	0%	35%	59%	6%
	Students with Disabilities	6	0%	50%	50%	0%
	All Students	40	0%	38%	58%	5%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	35	35	35	8	8	8	43	43	43
Number Scoring 55–64	2	1	1	1	2	0	3	3	1
Number Scoring 65–84	21	21	21	6	4	7	27	25	28
Number Scoring 85–100	12	12	13	0	1	0	12	13	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)