

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



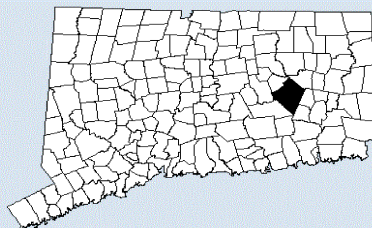
Lebanon School District

Mr. Robert Angeli, Superintendent • 860-642-7795 • <http://www.lebanonct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,005
Per Pupil Expenditures ¹	\$19,655
Total Expenditures ¹	\$20,716,642

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	479	47.7	48.4
Male	526	52.3	51.6
American Indian or Alaska Native	11	1.1	0.3
Asian	19	1.9	5.2
Black or African American	13	1.3	12.8
Hispanic or Latino of any race	53	5.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	897	89.3	52.4
English Learners	9	0.9	7.6
Eligible for Free or Reduced-Price Meals	271	27.0	42.1
Students with Disabilities ³	157	15.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	28	6.1	8	1.6
Male	40	8.1	40	7.4
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	60	7.1	41	4.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	35	12.0	24	7.6
Students with Disabilities	23	14.6	16	8.6
District	68	7.2	48	4.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 24

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	76.6
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	52.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.8	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	4	3.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	104	93.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*	*
White	68	90.7	78	89.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	95.5	24	85.7
Students with Disabilities	13	*	20	76.9
District	70	89.7	85	88.5
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	9	37.5
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	24	60.0
Other Health Impairment	31	62.0
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	74	55.2
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	3.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	40	4.3	5.5
Other Health Impairment	50	5.3	3.2
Other Disabilities	6	0.6	1.1
Speech/Language Impairment	9	1.0	1.8
All Disabilities	141	15.0	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	10.6	8.2
Private Schools or Other Settings	9	6.4	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,618,728	\$11,972	\$10,545
Support services - students	\$1,491,293	\$1,485	\$1,373
Support services - instruction	\$802,984	\$800	\$644
Support services - general administration	\$401,716	\$400	\$462
Support services - school based administration	\$987,313	\$983	\$1,007
Central and other support services	\$760,328	\$757	\$671
Operation and maintenance of plant	\$2,073,062	\$2,065	\$1,629
Student transportation services	\$1,555,373	\$1,423	\$1,231
Food services	\$18,391	\$18	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$7,454	\$7	\$65
Total	\$20,716,642	\$19,655	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,019,393	17.1	29.7
Instructional Aide Salaries	\$750,641	12.6	9.6
Other Salaries	\$715,384	12.0	10.4
Employee Benefits	\$659,933	11.0	13.0
Purchased Services Other Than Transportation	\$335,347	5.6	5.5
Special Education Tuition	\$1,804,994	30.2	22.6
Supplies	\$27,561	0.5	0.6
Property Services	\$7,946	0.1	0.4
Purchased Services For Transportation	\$648,335	10.8	8.0
Equipment	\$8,179	0.1	0.2
All Other Expenditures	\$10	0.0	0.1
Total	\$5,977,724	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	67.9
State	26.3
Federal	2.2
Tuition & Other	3.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	9	*	9	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino of any race	27	58.8	27	56.6	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	438	71.1	438	67.1	187	67.4
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	208	66.4
Eligible for Free or Reduced-Price Meals	158	65.7	158	62.2	66	67.4
Not Eligible for Free or Reduced-Price Meals	338	72.2	338	68.1	142	65.9
Students with Disabilities	78	49.8	78	42.9	29	50.1
Students without Disabilities	418	73.9	418	70.6	179	69.0
High Needs	197	62.3	197	57.9	82	62.5
Non-High Needs	299	75.3	299	71.8	126	69.0
District	496	70.1	496	66.2	208	66.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Grade 4			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.6	88.2	90.1	85.5	285	87.0
Curl Up	88.1	91.8	97.2	82.3	285	90.2
Push Up	64.2	89.4	91.5	64.5	285	78.6
Mile Run/PACER	85.1	91.8	87.3	71.0	285	84.6
All Tests - District	50.7	81.2	81.7	59.7	285	69.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	16	*
District	89	93.3
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.8	46	48.9
Male	93.8	33	41.3
Black or African American	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*
White	96.9	77	47.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.0	13	26.0
Students with Disabilities	80.0	*	*
District	95.4	79	45.4
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	67.3	88.9
Male	54.8	87.1
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	*	88.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	62.7	88.1
State	71.0	87.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.1	75	46.7	50	93.5	67.7
	High Needs Students	62.3	75	41.5	50	83.1	58.1
Math Performance Index	All Students	66.2	75	44.2	50	88.3	63.1
	High Needs Students	57.9	75	38.6	50	77.1	52.7
Science Performance Index	All Students	66.4	75	44.3	50	88.5	63.8
	High Needs Students	62.5	75	41.6	50	83.3	54.2
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	59.9%
	High Needs Students	50.9%	100%	50.9	100	50.9	55.1%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	62.5%
	High Needs Students	61.5%	100%	61.5	100	61.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.2%	<=5%	45.7	50	91.3	10.4%
	High Needs Students	11.6%	<=5%	36.8	50	73.6	16.1%
Preparation for CCR	% Taking Courses	89.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	45.4%	75%	30.3	50	60.5	42.6%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.3%	94%	99.2	100	99.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		89.3%	94%	95.0	100	95.0	83.3%
Postsecondary Entrance (Class of 2018)		62.7%	75%	83.5	100	83.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.9% 69.5%	75%	46.3	50	92.6	96.4% 52.9%
Arts Access		59.6%	60%	49.7	50	99.4	51.9%
Accountability Index				1071.8	1350	79.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.3	12.7	15.4	
Math Performance Index Gap	71.8	57.9	13.9	17.6	
Science Performance Index Gap	69.0	62.5	6.5	16.1	
Graduation Rate Gap	94.0%	89.3%	4.7%	11.1%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.1
	High Needs Students	97.1
Math	All Students	97.1
	High Needs Students	97.1
Science	All Students	97.7
	High Needs Students	97.7

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2018-19 school year the Lebanon Public Schools was engaged in strategic planning that resulted in a 5-year plan to be implemented with the 2019-20 school year. The Strategic Planning Committee was comprised of the superintendent, parents, students, teachers, Board of Education members and administrators. Additionally, during the school year, all district teachers and administrators were engaged in developing our Portrait of the Graduate. This work was led by a smaller group of high school teachers, the superintendent, curriculum director and high school administration. The work on Portrait of the Graduate coincided with the development of our next strategic plan. These two documents will be used by each school to develop school based plans during the 2019-20 school year.

Instructional Rounds continued during the 2018-2019 school year with the focus of improving professional practice in delivering high rigor and appropriately challenging learning experiences for all Lebanon Public School students. School improvement within the Lebanon Public Schools is ongoing with goals and plans to improve standardized and local assessment scores. Targeted interventions are utilized for students. Computer applications such as Study Island and NWEA are utilized to assess, monitor and develop these targeted interventions. Data is reviewed to set bench mark criteria and determine pointed professional development needs. Several AP and UConn ECE courses were added at Lyman Memorial High School, for a total of 11 courses over the three years of the plan.

Lebanon Public Schools understands the value of communication between home and school. To that end, a variety of programs, activities and technology are utilized to foster this. Parents have online access to monitor student progress and assist their children with learning activities, by viewing students' grades, homework and assignments via an on-line program. Teachers partner with parents by posting assignments, homework, messages and relevant educational resource links on personalized web pages within the school website daily. Monthly newsletters are published and sent by both mail and email, which helps to keep parents apprised of events and activities. The Board of Education is planning on livestreaming its meetings and posting recording of the meeting online. Central office administrators and Board of Education members have participated in various topical discussions with parents at school PTA/PTO meetings.

The district received a two-year suicide Prevention and Awareness Grant. The first year of the grant was the 2018-2019 school year. The grant was used to provide Question, Persuade and Respond (QPR) training for all district employees. We also held a program for parents and community members that provided much of the same information as the QPR training. Community organizations that provide support related to suicide and mental health matters were on hand to answer questions and provide informational materials to attendees.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Lebanon Public Schools, in an effort to increase and expand interactions among students of varying backgrounds, strives to provide our students with a variety of experiences. Units of study across all grade levels include opportunities for students to learn about various cultures. Visits from parents and community members have enhanced the curriculum and given a unique perspective for students related to travel, nontraditional careers and families with biracial backgrounds. Field trips and a multitude of fine arts presentations all help to reduce the isolation in Lebanon and promote learning about people of different origins. Economic isolation is addressed through our eighth grade participation in the LMS "Job Shadow" program. Students are exposed to a diverse selection of career options and required to spend a day "shadowing" an employee of that career choice. Lebanon Middle School participated in an interdistrict grant through Project Oceanology to partner with students from Illing Middle School in Manchester. Students from both schools studied rivers as the academic focus and attended workshops at each of the schools and joint school field trips. The Lebanon Middle School and Lyman Memorial High School World Language Departments exposes students to our national Hispanic culture as well as foreign Hispanic cultures. North American French culture and European French culture are also studied. We will continue these efforts to maximize the experiences of students. At Lebanon Elementary School, students are provided with assemblies, thematic instructional topics and rich literature that foster cultural understanding and enrich their understanding of the world around them. Fourth grade students participate in a leadership program with students for other area schools. Lyman Memorial High School participates in the Connecticut Youth Forum which brings students together from many different high schools in the state. Students at Lyman Memorial High School participate in the Model UN, meeting with delegations from other countries and participates with other high schools throughout the year. Lyman Memorial students have the opportunity to join other local high schools for co-op sports in swimming and diving, wrestling, football and hockey.

District Profile and Performance Report for School Year 2018-19

Lebanon School District

Equitable Allocation of Resources among District Schools

The Board of Education members and the administration strive to provide a quality education for all students. They advocate for funding that will provide a positive education experience and prepare all students to be Career and College Ready. The Board of Education and administration are vested in improving student achievement and lobby for appropriate funding each year. We provide resources equitably across the district to improve teaching and learning. The goal is to always move the district in a positive direction and provide for the needs of all students. To guide this work, the Board adopted a 3-year Strategic Plan for the 2016-2017 through the 2018-2019 school years. The plan includes a section on education finances with this goal; The Lebanon Public Schools will secure appropriate funding to support all curricular and extracurricular activities.