

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



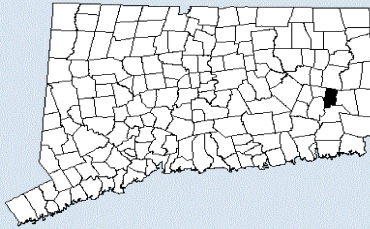
Lisbon School District

Ms. Sally Keating, Superintendent • 860-376-5565 • www.lisbonschool.com

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	392
Per Pupil Expenditures ¹	\$19,253
Total Expenditures ¹	\$7,527,922

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	198	50.5	48.3
Male	194	49.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	27	6.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	25	6.4	2.7
White	327	83.4	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	103	26.3	38.0
Students with Disabilities ¹	48	12.2	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	8 4.5	* *
Male	10 5.5	* *
Black or African American	* *	0 *
Hispanic or Latino	* *	0 0.0
White	13 4.4	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	8 8.8	* *
Students with Disabilities	6 12.2	* *
District	18 5.0	10 2.5
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	27.2
Paraprofessional Instructional Assistants	0.9
Special Education	
Teachers and Instructors	6.1
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.4
School Level	0.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.3
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	30.2

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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	45	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	14	*
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	50	86.2
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	8	1.4	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	15	2.7	4.6
Other Health Impairment	13	2.3	2.8
Other Disabilities	6	1.1	1.0
Speech/Language Impairment	16	2.8	1.9
All Disabilities	64	11.4	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,002,987	10,058	9,387
Instructional Supplies and Equipment	155,342	390	318
Improvement of Instruction and Educational Media Services	77,428	195	541
Student Support Services	581,861	1,462	1,048
Administration and Support Services	676,903	1,701	1,790
Plant Operation and Maintenance	815,418	2,049	1,608
Transportation	652,162	1,088	845
Costs of Students Tuitioned Out	537,492	N/A	N/A
Other	28,329	71	194
Total	7,527,922	19,253	15,762

Additional Expenditures

Land, Buildings, and Debt Service	188,309	473	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	721,257	33.8	35.1
Noncertified Personnel	160,500	7.5	14.5
Purchased Services	147,801	6.9	5.5
Tuition to Other Schools	797,230	37.4	21.6
Special Ed. Transportation	102,152	4.8	8.3
Other Expenditures	204,187	9.6	15.0
Total Expenditures	2,133,127	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.0	55.1
State	40.8	41.6
Federal	2.6	2.7
Tuition & Other	0.6	0.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	13	*	13	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	16	*	16	*	*	*
White	207	72.5	207	60.7	77	58.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	61	69.9	61	55.4	20	54.4
Not Eligible for Free or Reduced-Price Meals	183	74.4	183	63.5	64	59.4
Students with Disabilities	31	58.6	31	47.2	15	*
Students without Disabilities	213	75.4	213	63.5	69	60.4
High Needs	85	67.6	85	54.9	30	52.0
Non-High Needs	159	76.3	159	65.0	54	61.7
District	244	73.3	244	61.5	84	58.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.6	85.7	97.5	N/A	119	92.4
Curl Up	83.8	100.0	87.5	N/A	119	90.8
Push Up	78.4	66.7	85.0	N/A	119	76.5
Mile Run/PACER	75.7	76.2	87.5	N/A	119	79.8
All Tests - District	54.1	50.0	80.0	N/A	119	61.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.3	75	48.8	50	97.7	67.7
	High Needs Students	67.6	75	45.0	50	90.1	56.7
Math Performance Index	All Students	61.5	75	41.0	50	82.0	61.4
	High Needs Students	54.9	75	36.6	50	73.1	49.9
Science Performance Index	All Students	58.2	75	38.8	50	77.7	57.5
	High Needs Students	52.0	75	34.7	50	69.4	47.0
ELA Academic Growth	All Students	57.2%	100%	57.2	100	57.2	63.8%
	High Needs Students	56.7%	100%	56.7	100	56.7	58.3%
Math Academic Growth	All Students	68.1%	100%	68.1	100	68.1	65.0%
	High Needs Students	56.0%	100%	56.0	100	56.0	57.4%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.8%	<=5%	42.4	50	84.8	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 61.3%	75%	40.9	50	81.8	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				666.2	900	74.0	

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	67.6	7.4	16.5	
Math Performance Index Gap	65.0	54.9	10.1	18.9	
Science Performance Index Gap	61.7	52.0	9.7	17.2	
Graduation Rate Gap	

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.9
Math	All Students	98.8
	High Needs Students	98.9
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Lisbon School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Lisbon Central School (LCS) is continuously involved and highly dedicated to improving programs and services for all students. As a result, instruction is geared toward each individual, and every child achieves. LCS has an excellent School Research-Based Intervention Model (SRBI) as indicated by daily classroom performance and assessment data. Students continue to show growth on the SBAC assessment, including a 14% increase in math. Regarding special education services and programs, there are ongoing efforts for refinement and improvement. Inclusion is a primary goal. The director has also implemented an "Open Door Policy" for parents to access him regarding ideas, concerns, etc.

Truancy prevention is an ongoing focus at LCS, although our truancy rate is virtually non-existent. The Lisbon Board of Education has a Truancy Policy which is adhered to consistently. Parents are collaborative parties when a student's attendance appears to be less than optimal. Our Administrators, guidance counselor and school psychologist play pivotal roles in truancy prevention, engaging families as warranted in developing plans for at-risk students.

LCS teachers and administrators make strong efforts in partnering effectively with families. Through the Positive Behavior and Intervention Supports Model, the Cougar Code of Conducts and the Teacher Evaluation Plan, parents are encouraged and included in the education of their child. For example, teachers are expected to communicate positively with parents via email, phone calls, home-school communication and to hold meetings regarding students' progress. Logs are kept indicating efforts. Parent-Teacher conferences are interactive in that teachers provide progress reports, and parents provide input and insight to enable their child to succeed. Our students take the lead on their conferences and identify areas needing improvement. In addition to these resources, outside bulletin boards and our Blackboard Connect-Ed messaging program provides pertinent information to the outside community. Newsletter are sent home, from administration, weekly to keep parents well informed of happenings at LCS in a Thursday Folder.

Teachers strive very hard at encouraging parents in working at home with their children on activities. Students' agenda books and teachers' newsletters outline assignments. Teachers also post activities via email and website pages. A STEAM Night is held to engage students and parents in exciting STEAM activities. Community members see firsthand how our students are integrating STEAM in their learning at LCS. Parents are equipped with strategies to help their children at home. Summer learning packets, reading lists, letterboxing instructions are sent home with incentives for completion. The LCS parents are very interested in their children's education and are very supportive. Everyone works together in the best interest of the students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Lisbon School District makes concerted efforts to reduce racial, ethnic, and economic isolation. During the past several years, upper grade students have participated in group discussions in various disciplines such as Social Studies, Language Arts, Spanish, Art and Music regarding diversity. For example, famous art works as well as musical compositions determine the artist's message, the relevance of the message in today's world, and cultural morals. Sixth grade students went to the United Nations in New York to study how organizations seek to influence policy decisions. Grade eight students went to Boston and learned about historic and current culture. In Spanish classes, students not only learn the language but also the culture of Spanish-speaking countries. In the lower grades, multi-cultural books, toys, dolls, puzzles, posters and food are used to teach awareness of diversity. Our Media Center has a host of resources which students can access to learn about multiculturalism. Our ELL tutor provides support and instruction to help promote positive communication between home and school. Lastly, our students also are taught in a nurturing environment to respect all people. This is done via our Code of Conduct and the Positive Behavior Intervention and Support Model. Our daily climate at school reflects this in addition to our students' interactions in extracurricular activities such as team sports. Lastly, our eighth graders are given the choice to attend one of several high schools which have diverse populations.

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Equitable Allocation of Resources among District Schools

The equitable allocation of resources among schools and students is paramount in a school district. It is and has always been the goal and responsibility of the Lisbon Board of Education to ensure that each student receives an adequate and appropriate education supported by a fiscally sound budget. The Lisbon School District has done an exceptional job in ensuring that the elementary and junior high students have comparable resources for their educational experience. All students are provided relevant resources. Our eighth graders are prepared to leave LCS to attend specific high schools in the region. Lisbon pays tuition for these students at rates set by the high schools' districts. Our students receive a solid education and are prepared for college or career.

A comprehensive budget process begins in October addressing the needs of our school. After numerous work sessions, a budget is submitted to the Board of Finance in March. A Town Meeting is held in May followed by a referendum. Throughout this process, the entire school community provides input. Lisbon is dedicated to providing equal access to opportunities for an optimal learning environment for all children.