

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



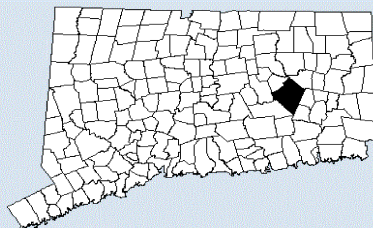
## Lebanon School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	991
Per Pupil Expenditures <sup>1</sup>	\$19,722
Total Expenditures <sup>1</sup>	\$20,767,434

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	472	47.6	48.4
Male	519	52.4	51.6
American Indian or Alaska Native	8	0.8	0.3
Asian	17	1.7	5.2
Black or African American	14	1.4	12.7
Hispanic or Latino of any race	58	5.9	26.9
Native Hawaiian or Other Pacific Islander	6	0.6	0.1
Two or More Races	9	0.9	3.8
White	879	88.7	51.1
English Learners	10	1.0	8.3
Eligible for Free or Reduced-Price Meals	296	29.9	43.3
Students with Disabilities <sup>3</sup>	171	17.3	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	37	8.2	7	1.4
Male	54	11.1	38	7.1
Black or African American	*	*	0	*
Hispanic or Latino of any race	8	15.4	6	9.5
White	76	9.1	33	3.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	45	15.5	20	6.4
Students with Disabilities	31	18.7	18	9.4
District	91	9.7	45	4.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 31**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A 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.

<sup>5</sup> This 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 2019-20

## Lebanon School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	73.8
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	35.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	53.6

<sup>1</sup> In 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	2.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	103	94.5	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	64	87.7	71	92.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	76.2	19	90.5
Students with Disabilities	10	*	17	81.0
District	70	88.6	76	91.6
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	28	71.8
Other Health Impairment	31	60.8
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	81	58.7
State		67.8

<sup>3</sup> This 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 2019-20

## Lebanon School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	2.2	2.0
Emotional Disturbance	13	1.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	40	4.3	5.7
Other Health Impairment	51	5.5	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	17	1.8	1.8
All Disabilities	151	16.4	15.6

<sup>1</sup> This 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	7.9	8.2
Private Schools or Other Settings	10	6.6	5.0

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,691,828	\$12,053	\$10,923
Support services - students	\$1,552,271	\$1,568	\$1,277
Support services - instruction	\$812,456	\$821	\$682
Support services - general administration	\$480,295	\$485	\$467
Support services - school based administration	\$1,019,300	\$1,030	\$1,021
Central and other support services	\$676,916	\$684	\$679
Operation and maintenance of plant	\$1,932,694	\$1,952	\$1,718
Student transportation services	\$1,599,831	\$1,497	\$1,288
Food services	\$1,368	\$1	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$476	\$0	\$59
Total	\$20,767,434	\$19,722	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,020,145	17.1	28.5
Instructional Aide Salaries	\$810,078	13.6	10.1
Other Salaries	\$716,280	12.0	11.1
Employee Benefits	\$585,916	9.8	13.0
Purchased Services Other Than Transportation	\$354,399	6.0	5.7
Special Education Tuition	\$1,740,484	29.2	22.5
Supplies	\$19,894	0.3	0.6
Property Services	\$7,149	0.1	0.3
Purchased Services For Transportation	\$695,736	11.7	8.0
Equipment	\$571	0.0	0.2
All Other Expenditures	\$10	0.0	0.1
Total	\$5,950,662	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.7	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	66.3
State	27.9
Federal	2.3
Tuition & Other	3.6

<sup>4</sup> Revenue 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup> NAEP 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 Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Lebanon School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	75.0
Students with Disabilities	25	76.0
District	94	87.2
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	76.7	91.2
Male	53.8	*
Black or African American	53.8	*
Hispanic or Latino of any race	*	*
White	67.5	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	45.8	*
Students with Disabilities	*	*
District	65.9	94.1
State	71.5	87.5

<sup>3</sup> College 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.

<sup>4</sup> College 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	9.7%	<=5%	12.2%
	High Needs Students	15.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	90.1%	75%	80.4%
On-track to High School Graduation		96.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		80.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		65.8%	75%	71.5%
Arts Access		56.4%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	80.0%	14.0%	10.9%	Y

<sup>1</sup> If 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.

<sup>2</sup> If 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Lebanon School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

During the 2019-20 school year the Lebanon Public Schools implemented a 5-year school improvement plan. The Strategic Planning Committee was comprised of the superintendent, parents, students, teachers, Board of Education members and administrators. Additionally, during the school year, the District also implemented the Lebanon Public Schools Portrait of the Graduate. All district teachers and administrators were engaged in developing our Portrait of the Graduate (PoG). This work was led by a smaller group of high school teachers, the superintendent, curriculum director and high school administration. Parents, students and the Lebanon Board of Education also provided valuable feedback and insights for the final approved document. Each of our schools developed and implemented school plans based upon the 5-year Strategic Plan and the PoG.

Instructional Rounds continued during the 2019-2020 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.

The district received a two-year suicide Prevention and Awareness Grant. The second year of the grant was the 2019-2020 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.

The closing of schools in March, along with preparatory planning that started in February, interrupted much of the normal activities of the school district. We immediately implemented a distance learning program on March 16, 2020. During implementation parents and students were surveyed to help us plan and implement improvements to the distance learning program. The superintendent, administrators and teachers were day to day contacted with parents and students. Weekly, and at times multiple times during a week, letters and communications were sent out with updates. When surveyed, over 80% of parents responded they were happy with the level of communication coming from the principals and superintendent. Work on our Reopening Plan began in May. Parents and students, along with 50 staff members contributed to the development of our Reopening Plan.

#### 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. ELA and social studies teachers at Lebanon Middle School and Lyman Memorial High School worked with the curriculum director to review novels, textbooks and other literature used in those departments for cultural and racial diversity. These departments have selected new titles and resources to be used in our courses in the 2020-2021 school year. The LMS and LMHS 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. Unfortunately, international fieldtrips we had planned were canceled because of the COVID-19 pandemic. LES 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. LMHS participates in the CT Youth Forum which brings students together from many different high schools in the state. Students at LMHS participate in the Model UN, meeting with delegations from other countries and participates with other high schools throughout the year. LMHS 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 2019-20

## 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 5-year Strategic Plan for the 2019-2020 through the 2023-2024 school years. The Board also implemented the Lebanon Public Schools Portrait of a Graduate in 2019-20. This document helps guide expectations for student learning across all grades.