

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



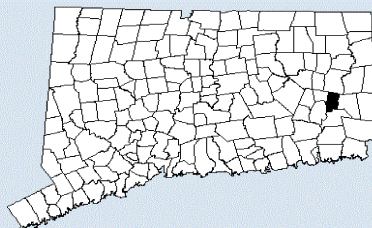
## Lisbon School District

Ms. Sally Keating, Superintendent • 860-376-5565 • [www.lisbonschool.com](http://www.lisbonschool.com)

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	401
Per Pupil Expenditures <sup>1</sup>	\$19,897
Total Expenditures <sup>1</sup>	\$7,600,835

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	216	53.9	48.4
Male	185	46.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	7	1.7	5.1
Black or African American	7	1.7	12.9
Hispanic or Latino	32	8.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	27	6.7	2.9
White	324	80.8	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	109	27.2	35.9
Students with Disabilities <sup>1</sup>	56	14.0	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	14	7.0	*	*
Male	16	9.2	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	25	8.2	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	14.9	*	*
Students with Disabilities	8	14.3	*	*
District	30	8.0	7	1.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Lisbon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	26.1
Paraprofessional Instructional Assistants	1.3
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.4
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	30.5

<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	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	46	100.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.6	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	47	77.0
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Lisbon School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	8	1.4	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	17	3.0	4.9
Other Health Impairment	15	2.7	2.9
Other Disabilities	6	1.1	1.1
Speech/Language Impairment	17	3.0	1.8
All Disabilities	70	12.5	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,072,866	10,497	9,663
Instructional Supplies and Equipment	266,993	688	321
Improvement of Instruction and Educational Media Services	85,255	220	578
Student Support Services	596,520	1,537	1,103
Administration and Support Services	634,288	1,635	1,861
Plant Operation and Maintenance	548,090	1,413	1,637
Transportation	702,663	1,224	877
Costs of Students Tuitioned Out	659,420	N/A	N/A
Other	34,740	90	201
Total	7,600,835	19,897	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	184,272	475	1,749
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<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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	807,411	32.4	34.6
Noncertified Personnel	134,979	5.4	14.6
Purchased Services	128,644	5.2	5.8
Tuition to Other Schools	994,300	39.9	21.8
Special Ed. Transportation	200,433	8.0	8.5
Other Expenditures	224,912	9.0	14.7
Total Expenditures	2,490,679	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.6	55.7
State	41.9	41.8
Federal	2.0	2.1
Tuition & Other	0.5	0.5

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2016-17

## Lisbon 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	22	67.1	22	59.5	10	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	18	*	18	*	7	*
White	212	70.9	212	59.7	73	61.0
English Learners	*	*	*	*	*	*
Non-English Learners	256	71.3	256	60.5	91	61.3
Eligible for Free or Reduced-Price Meals	66	67.6	66	54.8	22	58.8
Not Eligible for Free or Reduced-Price Meals	193	72.5	193	62.3	70	61.7
Students with Disabilities	30	49.6	30	40.6	8	*
Students without Disabilities	229	74.1	229	63.0	84	62.5
High Needs	88	63.5	88	51.8	27	57.6
Non-High Needs	171	75.2	171	64.8	65	62.5
District	259	71.3	259	60.4	92	61.0

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

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

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	66.7	74.5	90.9	N/A	141	78.7
Curl Up	84.6	74.5	85.5	N/A	141	81.6
Push Up	69.2	48.9	78.2	N/A	141	66.0
Mile Run/PACER	79.5	57.4	56.4	N/A	141	63.1
All Tests - District	53.8	31.9	52.7	N/A	141	46.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Lisbon 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	71.3	75	47.5	50	95.0	67.1
	High Needs Students	63.5	75	42.3	50	84.7	55.9
Math Performance Index	All Students	60.4	75	40.3	50	80.5	62.2
	High Needs Students	51.8	75	34.5	50	69.0	50.5
Science Performance	All Students	61.0	75	40.7	50	81.4	55.3
	High Needs Students	57.6	75	38.4	50	76.8	45.2
ELA Academic Growth	All Students	51.1%	100%	51.1	100	51.1	55.4%
	High Needs Students	44.1%	100%	44.1	100	44.1	49.8%
Math Academic Growth	All Students	58.8%	100%	58.8	100	58.8	61.7%
	High Needs Students	51.0%	100%	51.0	100	51.0	53.7%
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	87.9	9.9%
	High Needs Students	14.0%	<=5%	32.1	50	64.1	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		92.7%	94%	49.3	50	98.6	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.6%   46.1%	75%	30.7	50	61.5	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>604.7</b>	<b>900</b>	<b>67.2</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.5	11.5	16.7	
Math Performance Index Gap	64.8	51.8	13.0	18.7	
Science Performance Index Gap	62.5	57.6	4.9	16.6	
Graduation Rate Gap	.	.	.	.	

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	98.9
Math	All Students	99.6
	High Needs Students	98.9
Science	All Students	99.0
	High Needs Students	96.8

<sup>3</sup>Minimum 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Lisbon School District

### Narratives

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#### **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. The CMT Science testing data indicated grade 5 had 91% students score at or above proficiency and grade 8 had 95% students score at or above proficiency. Smarter Balanced data indicated that 62% of students are at goal in ELA and 37.6% are at goal 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 the principal 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. Teachers implement strategies such as attendance awards and parents are collaborative parties when a student's attendance appears to be less than optimal. Our 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 Conduct 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 SSP model in grades 6-8 encourages our students to 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. Newsletters are sent home, for administration, weekly to keep parents well informed of happenings at LCS.

Teachers strive very hard at encouraging parents in working at home with their children on activities. Students' agenda books and teachers' newsletters outline assignments. Teacher also post activities via email and website pages. Parents are equipped with strategies to help their children learn 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**

An ongoing goal of the Lisbon School District is to reduce racial, ethnic and economic isolation. Over the past several years, upper grade students have participated in group discussions using famous art works as well as musical compositions to determine the "artist's" message, the relevancy of the message is today's world; and cultural morals. Sixth grade students visit the United Nations in New York to study how organizations seek to influence policy decisions. Grade eight students visit Boston and learn about historic and current culture. Our eighth graders are given the choice to select from several high schools which have diverse populations. In the lower grades, multi-cultural books, toys, dolls, puzzles, posters and foods are used to teach about racial and ethnic differences. Teachers also incorporate diversity in to instruction. Additionally, classes throughout the grade levels do partnership activities with the Senior Center, the Local Fire House, the community libraries and regional businesses. These opportunities broaden students' perspectives.

# District Profile and Performance Report for School Year 2016-17

## Lisbon School District

### **Equitable Allocation of Resources among District Schools**

It is 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. Our eighth graders are prepared to leave Lisbon Central School 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 students and staff. 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, the entire school community provides input which enables us to provide appropriate resources for our students. Lisbon is dedicated to providing equal access to opportunities for an optimal learning environment of all children.