

STRATEGIC SCHOOL PROFILE 2009-10**Lebanon School District**

ROBERT MCGRAY, Superintendent

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 6,907

1990-2000 Population Growth: 14.3%

Number of Public Schools: 3

Per Capita Income in 2000: \$25,784

Percent of Adults without a High School Diploma in 2000*: 12.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: 97.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 1,447
 5-Year Enrollment Change -4.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	200	13.8	12.9	32.6
K-12 Students Who Are Not Fluent in English	2	0.1	0.7	5.4
Students Identified as Gifted and/or Talented*	60	4.1	3.7	4.1
PK-12 Students Receiving Special Education Services in District	162	11.2	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	71	89.9	87.2	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	35	14.6	12.9	13.6

*10.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	1.0
Asian American	11	0.8
Black	16	1.1
Hispanic	45	3.1
White	1,360	94.0
Total Minority	87	6.0

Percent of Minority Professional Staff: 3.6%

Non-English Home Language:

0.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Lebanon Public Schools works to incorporate diverse perspectives and cultures into the educational opportunities it offers for its students. At each school teachers and administrators work to enhance students' understanding of peoples and communities different from Lebanon in order to enhance their appreciation of human differences. At Lebanon Elementary and Middle Schools students use the internet to communicate with penpals in other countries. Each school in the district participates in field trips that broaden students' multicultural perspective such as the Pequot Museum, Canada or New York City. Elementary school students participate in inter-district grant sponsored programs allowing them to learn with student of different cultures and backgrounds. World language and Hispanic and French culture are introduced at the middle school. The middle school job shadow program exposes students to careers outside of our community. Lyman Memorial High School supports exchange students from foreign countries. The high school sponsors a "Diversity Club." The high school also holds a biannual career fair. The world language department sponsors special events for the school to experience other world cultures.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	52.1	57.0	25.2	
Writing	53.2	58.3	23.3	
Mathematics	59.6	62.4	30.1	
Grade 4 Reading	64.5	59.9	41.5	
Writing	69.9	63.6	46.3	
Mathematics	75.3	67.0	54.1	
Grade 5 Reading	80.6	61.8	78.8	
Writing	85.1	68.2	78.9	
Mathematics	80.6	72.4	58.4	
Science	75.5	59.4	62.7	
Grade 6 Reading	78.1	74.9	41.1	
Writing	77.6	65.9	63.4	
Mathematics	72.4	70.7	36.8	
Grade 7 Reading	88.5	77.4	63.6	
Writing	70.8	61.2	53.9	
Mathematics	78.1	68.5	55.8	
Grade 8 Reading	79.6	73.3	48.4	
Writing	79.8	62.6	77.1	
Mathematics	78.6	67.3	60.5	
Science	76.9	62.8	62.4	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	43.3	45.9	37.1	
Writing Across the Disciplines	55.9	59.6	33.8	
Mathematics	52.6	48.7	47.0	
Science	51.8	45.3	51.5	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	55.9	50.7	60.2

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.3	68.5	
Average Score	Mathematics	504	508	41.9
	Critical Reading	516	503	54.3
	Writing	503	506	41.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.6	91.3	89.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.7	3.0	66.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.0	84.5
% Employed (Civilian Employment and in Armed Services)	8.3	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	104.20
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	19.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	65.80

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	15.1	13.8
% with Master's Degree or Above	88.1	79.5	77.8

Average Class Size	District	DRG	State
Grade K	15.8	16.3	18.5
Grade 2	17.0	18.3	19.7
Grade 5	19.0	19.4	21.1
Grade 7	19.4	19.3	20.8
High School	17.5	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	988	997	992
Middle School	1,019	1,023	1,018
High School	1,075	1,026	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.9	2.6	3.2
Middle School	3.2	2.2	2.5
High School	2.7	1.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$9,368	\$6,111	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$338	\$221	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$399	\$260	\$474	\$410	\$459
Student Support Services	\$1,161	\$757	\$863	\$912	\$859
Administration and Support Services	\$1,762	\$1,149	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,884	\$1,229	\$1,469	\$1,482	\$1,462
Transportation	\$1,230	\$803	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$1,175	N/A	N/A	N/A	N/A
Other	\$275	\$180	\$163	\$189	\$162
Total	\$17,592	\$11,350	\$13,458	\$13,230	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,181	\$771	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,037,438	23.0	19.3	20.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	50.9	37.7	1.9	9.6
Excluding School Construction	50.4	37.4	2.0	10.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Resources are allocated in the Lebanon Public Schools in an equitable manner to attempt to meet the needs of all the students regardless of their learning abilities. Limited budget dollars are targeted toward priorities that are established by the Board of Education and administration each year. Care is taken to distribute resources across each school and their respective grade levels over multiple years. The ratio of students to certified staff is also watched and evenly distributed. With limited funding the Board of Education ensures that the dollars allocated continue to move the district in a positive direction with the main goal of improving student learning.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	138
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	9	0.7	0.9	1.0
Learning Disability	41	3.2	3.8	3.9
Intellectual Disability	13	1.0	0.4	0.5
Emotional Disturbance	9	0.7	0.7	1.0
Speech Impairment	32	2.5	2.7	2.2
Other Health Impairment*	26	2.0	1.9	2.1
Other Disabilities**	8	0.6	0.7	0.9
Total	138	10.8	11.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	21.1	31.6	74.1	67.5
	Writing	18.0	19.6	72.9	63.3
	Mathematics	32.2	32.9	74.2	68.1
	Science	31.2	23.7	76.3	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	43.3	45.9
	Writing Across the Disciplines	N/A	N/A	55.9	59.6
	Mathematics	N/A	N/A	52.6	48.7
	Science	N/A	N/A	51.8	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	29.1
	% With Accommodations	70.9
CAPT	% Without Accommodations	63.2
	% With Accommodations	36.8
% Assessed Using Skills Checklist		14.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	11	8.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	72	52.2	74.9	73.4
40.1 to 79.0 Percent of Time	53	38.4	18.0	15.3
0.0 to 40.0 Percent of Time	13	9.4	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Lebanon Public Schools have participated in the Connecticut State Department of Education Focused Monitoring process. To that end the schools are attending to meeting the individual needs of all students including special education students. Professional development across the district will embed a focus on instructional strategies and materials to meet the needs of diverse learners. The district is also increasing the use of current data to provide teachers with the tools to have a greater understanding of the students in their classes. This will not only impact transitions from grade to grade but will assist teachers in developing lessons for their classes. Teams of teachers are being provided professional development to learn how to access and target the data that they need. The district also has an active curriculum review process. The science curriculum was revised and adopted. New math texts for the high school were reviewed and approved for this school year. Professional development will facilitate the implementation of the curriculum. Each school will create a "School Development" plan. Parents play a crucial role in the district through their participation the Principal's Advisory Counsel at each school. Input is sought on the operation of the schools at these monthly meetings.
