

**STRATEGIC SCHOOL PROFILE 2012-13****Lebanon School District**

Janet M. Tyler, Superintendent

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Lebanon,  
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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](http://www.sde.ct.gov).

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**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: 96.7%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      1,228  
 5-Year Enrollment Change      -19.3%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	188	15.3	15.1	36.7
K-12 Students Who Are Not Fluent in English	4	0.3	0.8	5.8
Students Identified as Gifted and/or Talented*	40	3.3	3.3	3.8
PK-12 Students Receiving Special Education Services in District	167	13.6	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	76	93.8	82.8	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	22	12.4	14.2	12.7

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

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	33	2.7
Asian American	17	1.4
Black	5	0.4
Hispanic	49	4.0
Pacific Islander	1	0.1
White	1,122	91.4
Two or more races	1	0.1
Total Minority	106	8.6

**Percent of Minority Professional Staff:** 4.3%

**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 2.

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#### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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 School district supports and infuses diverse perspectives and cultures into the educational opportunities it offers to its students. Curriculum is designed to infuse learning experiences that will enhance students' understanding of peoples and communities. Interdisciplinary lessons augment students' appreciation of differences. At each grade level, students learn about, experience, and celebrate each others' heritage and those of other diverse cultures. In addition, culturally diverse enrichment programs are sponsored in conjunction with district parent groups. At the high school level, a Diversity Fair is held yearly. Students from culturally diverse high schools are invited to participate at the onsite experience. In addition, students from neighboring towns enroll in the Vocational- Educational program. There are also numerous out-of-district field trips and academic competitions, in which students participate. The Lebanon Public School district has an extensive sports program, where students interact and compete with students from towns throughout CT.

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## 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
Grade 3 Reading	62.8	56.9	44.4
Writing	72.2	60.0	65.2
Mathematics	75.9	61.4	67.1
Grade 4 Reading	71.8	62.6	54.4
Writing	61.6	63.0	34.8
Mathematics	76.5	65.1	60.8
Grade 5 Reading	79.5	66.9	63.4
Writing	94.1	65.6	100.0
Mathematics	86.7	69.2	75.2
Science	87.1	62.3	90.7
Grade 6 Reading	86.2	73.3	66.5
Writing	68.5	65.1	44.1
Mathematics	70.3	67	39.3
Grade 7 Reading	84.4	78.9	48.1
Writing	69.0	64.9	44.9
Mathematics	62.9	65.4	31.6
Grade 8 Reading	88.4	76.2	69.6
Writing	86.7	67.2	83.0
Mathematics	81.4	65.0	69.2
Science	79.6	60.4	69.8

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.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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
Reading Across the Disciplines	50.5	48.5	38.6
Writing Across the Disciplines	72.9	62.1	53.0
Mathematics	54.2	52.4	39.4
Science	54.2	48.8	44.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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
	56.2	51.1	56.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.4	78.5	
Average Score	Mathematics	502	503	45.1
	Critical Reading	522	499	67.7
	Writing	510	504	46.6

**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, Adjusted Cohort Rate 2012	87.9	84.8	40.4
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.8	82.6
% Employed (Civilian Employment and in Armed Services)	10.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	83.60
Paraprofessional Instructional Assistants	6.00
Special Education	
Teachers and Instructors	12.40
Paraprofessional Instructional Assistants	27.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.50
School Level	4.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	61.95

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	15.0	15.4	13.9
% with Master's Degree or Above	92.8	82.9	79.8

Average Class Size	District	DRG	State
Grade K	20.5	16.4	18.9
Grade 2	16.3	17.6	19.8
Grade 5	16.8	17.9	21.3
Grade 7	23.1	18.4	20.2
High School	16.0	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	992	999
Middle School	1,008	1,031	1,029
High School	1,062	1,015	1,027

\*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*	3.9	2.1	2.7
Middle School	2.5	1.6	2.1
High School	2.1	1.5	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$10,045	\$7,830	\$8,570	\$8,661	\$8,570
Instructional Supplies and Equipment	\$289	\$225	\$252	\$303	\$257
Improvement of Instruction and Educational Media Services	\$401	\$312	\$475	\$432	\$471
Student Support Services	\$1,146	\$893	\$949	\$981	\$950
Administration and Support Services	\$1,984	\$1,546	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$1,960	\$1,528	\$1,466	\$1,614	\$1,459
Transportation	\$1,227	\$962	\$775	\$842	\$765
Costs for Students Tuitioned Out	\$1,134	N/A	N/A	N/A	N/A
Other	\$238	\$185	\$170	\$188	\$170
<b>Total</b>	<b>\$18,422</b>	<b>\$14,095</b>	<b>\$14,444</b>	<b>\$15,079</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$630	\$491	\$1,405	\$1,099	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,054,824	22.0	20.0	21.8

**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	62.4	34.7	2.9	0.0
Excluding School Construction	63.2	33.8	3.0	0.0

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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

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 educational experience and prepare the students to be Career and College Ready. Although the quest to provide funding each year becomes more daunting, the BOE and administration are vested in improving student achievement and lobby to increase funding each school year. The goal is to always move the district in a positive direction.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	151
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	16	1.4	1.2	1.3
Learning Disability	62	5.5	4.0	4.0
Intellectual Disability	11	1.0	0.4	0.4
Emotional Disturbance	2	0.2	0.7	1.0
Speech Impairment	28	2.5	2.5	2.0
Other Health Impairment*	27	2.4	2.1	2.4
Other Disabilities**	5	0.4	0.8	1.0
<b>Total</b>	<b>151</b>	<b>13.3</b>	<b>11.7</b>	<b>12.1</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	68.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

## 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	40.9	34.5	79.4	69.2
	Writing	36.6	19.9	75.4	64.4
	Mathematics	30.1	29.0	75.4	65.5
	Science	54.2	21.3	83.1	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	50.5	48.5
	Writing Across the Disciplines	20.0	16.7	72.9	62.1
	Mathematics	N/A	N/A	54.2	52.4
	Science	10.0	14.6	54.2	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	15.6
	% With Accommodations	84.4
CAPT	% Without Accommodations	23.1
	% With Accommodations	76.9
% Assessed Using Skills Checklist		9.7

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	1	0.7
Private Schools or Other Settings	10	6.6

### 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	93	61.6	74.3	72.0
40.1 to 79.0 Percent of Time	45	29.8	18.0	16.4
0.0 to 40.0 Percent of Time	13	8.6	7.7	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Professional Development Plan focuses on the training and implementation of differentiated instruction, data driven decision making to inform teaching and learning decisions, and scientifically researched based intervention (SRBI), offering remediation and enrichment to students. Training for faculty, staff, and administration occurs on six district designated professional development days. In addition, professional development occurs within the classroom as embedded instruction and teacher modeling. Action Plans, identifying benchmark assessments and data collection and assessment, were generated to improve student achievement on standardized tests. District personnel have begun the process of transitioning from the current curricula standards to the Common Core of State Standards. The curricula is currently being revised to mirror the CCSS. A new mathematics series was purchased for students in grades kindergarten through grade six. Software, such as Naviance and Study Island, enhance learning and records and monitors student progress. The Teacher and Administrator Evaluation Plans have been revised to include individual student data and progress. The Director of Pupil Services established a Special Education Parent Group which meets quarterly, similarly to the school PTAs. The District Safety Plan was revised and enhanced security is present in the schools and on the grounds.

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