

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



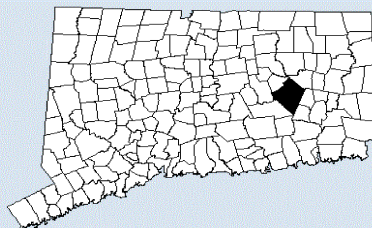
## Lebanon School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,020
Per Pupil Expenditures <sup>1</sup>	\$17,736
Total Expenditures <sup>1</sup>	\$19,811,663

<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	505	49.5	48.4
Male	515	50.5	51.6
American Indian or Alaska Native	13	1.3	0.3
Asian	19	1.9	5.1
Black or African American	17	1.7	12.9
Hispanic or Latino	53	5.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	*	*	2.9
White	909	89.1	54.8
English Learners	6	0.6	6.8
Eligible for Free or Reduced-Price Meals	199	19.5	35.9
Students with Disabilities <sup>1</sup>	152	14.9	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	38	7.8	8	1.6
Male	32	6.5	22	4.3
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	62	7.1	25	2.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	25	12.2	11	5.3
Students with Disabilities	22	15.0	10	6.1
District	70	7.2	30	2.9
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: 12**

**Number of school-based arrests: Fewer than 6**

<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

## Lebanon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	83.2
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	34.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.4
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	51.5

<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	2	1.7	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	3	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	111	94.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	*	*
White	41	48.8	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	9	*	6	*
District	41	44.6	63	70.0
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	8	40.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	31	60.8
Other Health Impairment	25	65.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	73	57.0
State		68.2

<sup>4</sup>Ages 6-21

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

## Lebanon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	2.3	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	6	0.6	0.5
Learning Disability	51	5.3	4.9
Other Health Impairment	38	4.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	1.0	1.8
All Disabilities	133	13.9	13.9

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,477,848	9,096	9,663
Instructional Supplies and Equipment	830,718	797	321
Improvement of Instruction and Educational Media Services	490,103	470	578
Student Support Services	1,476,435	1,417	1,103
Administration and Support Services	1,670,162	1,603	1,861
Plant Operation and Maintenance	2,449,626	2,351	1,637
Transportation	1,444,750	1,293	877
Costs of Students Tuitioned Out	1,672,968	N/A	N/A
Other	299,053	287	201
Total	19,811,663	17,736	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	353,031	339	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,363,702	27.0	34.6
Noncertified Personnel	789,479	15.6	14.6
Purchased Services	211,573	4.2	5.8
Tuition to Other Schools	1,445,645	28.6	21.8
Special Ed. Transportation	591,935	11.7	8.5
Other Expenditures	655,008	13.0	14.7
Total Expenditures	5,057,342	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.0	61.3
State	31.9	32.4
Federal	2.2	2.3
Tuition & Other	3.9	4.0

<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

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*	*	*
Asian	13	*	13	*	*	*
Black or African American	10	*	10	*	*	*
Hispanic or Latino	25	67.8	25	57.7	13	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	0	N/A
White	424	71.6	422	66.6	219	60.3
English Learners	*	*	*	*	*	*
Non-English Learners	482	71.1	480	65.8	239	59.7
Eligible for Free or Reduced-Price Meals	111	65.4	109	59.9	50	55.9
Not Eligible for Free or Reduced-Price Meals	374	72.5	374	67.4	191	60.5
Students with Disabilities	81	52.8	79	46.5	47	47.1
Students without Disabilities	404	74.5	404	69.5	194	62.6
High Needs	159	61.4	157	55.9	81	52.8
Non-High Needs	326	75.6	326	70.4	160	63.0
District	485	70.9	483	65.7	241	59.6

#### 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	82.1	94.7	79.4	90.3	234	85.5
Curl Up	74.4	94.7	94.1	87.1	234	86.8
Push Up	52.6	84.2	86.8	83.9	234	74.4
Mile Run/PACER	82.1	94.7	83.8	71.0	234	84.2
All Tests - District	42.3	84.2	69.1	35.5	234	59.4
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

## Lebanon School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	0	0
Hispanic or Latino	0	0
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	102	95.1
State		87.4

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	59	59.0
Male	95.1	38	46.3
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	97.0	97	57.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.3	8	29.6
Students with Disabilities	77.8	*	*
District	96.2	97	53.3
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	74.0	95.8
Male	67.3	78.3
Black or African American	67.3	*
Hispanic or Latino	*	*
White	69.5	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	70.7	90.1
State	72.0	88.5

<sup>5</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>6</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 2016-17

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.9	75	47.3	50	94.5	67.1
	High Needs Students	61.4	75	40.9	50	81.9	55.9
Math Performance Index	All Students	65.7	75	43.8	50	87.6	62.2
	High Needs Students	55.9	75	37.3	50	74.5	50.5
Science Performance	All Students	59.6	75	39.7	50	79.4	55.3
	High Needs Students	52.8	75	35.2	50	70.4	45.2
ELA Academic Growth	All Students	48.3%	100%	48.3	100	48.3	55.4%
	High Needs Students	41.9%	100%	41.9	100	41.9	49.8%
Math Academic Growth	All Students	58.1%	100%	58.1	100	58.1	61.7%
	High Needs Students	55.1%	100%	55.1	100	55.1	53.7%
Chronic Absenteeism	All Students	7.2%	<=5%	45.6	50	91.3	9.9%
	High Needs Students	11.9%	<=5%	36.2	50	72.3	15.8%
Preparation for CCR	% Taking Courses	57.1%	75%	38.1	50	76.2	70.7%
	% Passing Exams	53.3%	75%	35.5	50	71.1	43.5%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		96.3%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		70.7%	75%	94.3	100	94.3	72.0%
Physical Fitness (estimated part rate) and (fitness)		71.8%   59.4%	75%	19.8	50	39.6	92.0%   51.6%
Arts Access		48.0%	60%	40.0	50	80.1	50.5%
<b>Accountability Index</b>				<b>1007.0</b>	<b>1350</b>	<b>74.6</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	61.4	13.6	16.7	
Math Performance Index Gap	70.4	55.9	14.5	18.7	
Science Performance Index Gap	63.0	52.8	10.2	16.6	
Graduation Rate Gap	94.0%	96.3%	-2.3%	12.0%	N

<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	94.9
	High Needs Students	95.4
Math	All Students	94.3
	High Needs Students	93.6
Science	All Students	98.0
	High Needs Students	97.7

<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

## Lebanon School District

### Narratives

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

During the 2015-16 school year the Lebanon Public Schools was engaged in strategic planning that resulted in a 3-year plan that was implemented in the 2016-17 school year. The planning included advisory groups of parents, community leaders, students, district staff, and members of the Board of Education. The plan consists of 7 focus areas, each with 1 goal and several strategies and action steps.

Following implementation of Instructional Rounds in the spring of 2016, the practice was continued during the 2016-2017 school year. The focus remained on 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.

The Professional Learning and Evaluation Committee is very active in reviewing student achievement data and assessing and surveying staff needs. The committee members use this information to plan and arrange for professional learning opportunities to support attainment of district student performance goals. Professional Development activities included areas of leadership for change, workshop model of instruction, instructional technology, and differentiated instruction.

Lebanon Public Schools understands the value of communication between home and school. To that end, a variety of programs, activities and technology are utilized to foster this. Parents have online access to monitor student progress and assist their children with learning activities, by viewing students' grades, homework and assignments via an on-line program. Teachers partner with parents by posting assignments, homework, messages and relevant educational resource links on personalized web pages within the school website daily. Monthly newsletters are published and sent by both mail and email, which helps to keep parents apprised of events and activities.

Lebanon Public Schools utilizes parents and community volunteers for a multitude of programs. We have fostered a very involved and dedicated Parent Organization that has been instrumental in providing enrichment activities for the student body, financial support for various programs, and after school activities for students. Students, staff, parents and community members were active participants in the selection of our new superintendent.

Parental involvement is promoted at every level with a grassroots approach and open door policy. Parents are encouraged to communicate their concerns and ideas regarding school programs and activities. Multiple evening activities are offered to parents to engage them in school activities and processes. Open house programs and transition meetings are provided to inform parents of the various changes and options between the grade levels. Programs intended to meet the needs of specific parent groups, such as a series of workshops and information sessions for parents of special needs students have been implemented.

#### 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. The Lebanon Middle School and Lyman Memorial High School World Language Departments expose 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.

At Lebanon Elementary School, students are provided with assemblies, thematic instructional topics and rich literature that foster cultural understanding and enrich their understanding of the world around them. Lyman Memorial High School participates in the Connecticut Youth Forum which brings students together from many different high schools in the state. Students at Lyman Memorial High School participates in the Model UN, meeting with delegations from other countries and participates with other high schools throughout the year. Lyman Memorial High School, during the 2016-2017 school year, accepted several students from exchange programs into our school. Lyman was recognized by these exchange programs for its participation. Students came to us from Italy, Germany and Japan. Lyman Memorial students have the opportunity to join other local high schools for co-op sports in swimming and diving, wrestling and hockey. In addition, there were presentations in the district through the Arts for Learning program for students with an anti-bullying message.

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

## 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 3-year Strategic Plan for the 2016-17 through the 2018-19 school years. The plan includes a section on education finances with this goal; The Lebanon Public Schools will secure appropriate funding to support all curricular and extracurricular programs