

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

Sally A. Keating, Superintendent

Location: 15 Newent Road

Telephone: (860) 376-5565

Lisbon,
ConnecticutWebsite: www.lisbonschool.com

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: 4,069

1990-2000 Population Growth: 7.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$22,476

Percent of Adults without a High School Diploma in 2000*: 16.9%

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

District Enrollment as % of Estimated. Student Population: 96.7%

*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, 2012 443
5-Year Enrollment Change -23.0%

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	100	22.6	15.1	36.7
K-12 Students Who Are Not Fluent in English	2	0.5	0.8	5.8
Students Identified as Gifted and/or Talented*	12	2.7	3.3	3.8
PK-12 Students Receiving Special Education Services in District	65	14.7	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	30	93.8	82.8	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.8
Black	2	0.5
Hispanic	22	5.0
Pacific Islander	2	0.5
White	377	85.1
Two or more races	32	7.2
Total Minority	66	14.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

1.2% 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 4.

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.

An ongoing goal of the Lisbon School District is to increase efforts to reduce racial, ethnic and economic isolation. A great percentage of these efforts are through direct classroom instruction. At the elementary and junior high level, multi-cultural literature is available for all students, and teachers plan units of study around multi-cultural themes. The media center is robust with multi-cultural books. In the upper grades, field trips to the United Nations and other parts of New England encourage our students to learn about different cultures. Spanish is a world language taught at the junior high level as well as at the high school level. This not only gives students a chance to learn the language, but also the culture. Regional professional development was offered this year to our teachers, particularly our specialists. These teachers teamed with colleagues from rural, suburban and urban districts to discuss effective teaching strategies for all students. These workshops provided opportunities for sharing diverse perspectives and cultures. Feedback from teachers was very positive. Community Connections High School (CCHS) is a small high school which takes students from several districts on a tuition basis. Students come from rural and suburban areas as well as from varied backgrounds. Due to the small size of the school, students acclimate quickly and learn about each other's cultures and interests in depth.

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	78.0	56.9	86.3	
Writing	75.6	60.0	73.3	
Mathematics	48.8	61.4	14.9	
Grade 4 Reading	75.0	62.6	63.3	
Writing	70.0	63.0	53.2	
Mathematics	68.0	65.1	39.2	
Grade 5 Reading	60.5	66.9	21.7	
Writing	55.0	65.6	21.7	
Mathematics	64.1	69.2	29.2	
Science	60.0	62.3	28.0	
Grade 6 Reading	85.1	73.3	61.7	
Writing	61.5	65.1	30.6	
Mathematics	70.6	67	40.5	
Grade 7 Reading	75.6	78.9	25.3	
Writing	64.4	64.9	32.9	
Mathematics	66.7	65.4	38.6	
Grade 8 Reading	87.7	76.2	67.1	
Writing	79.3	67.2	58.5	
Mathematics	72.7	65.0	46.5	
Science	74.1	60.4	54.7	

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	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	31.9	51.1	12.6

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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	25.0	84.8	2.9
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)	50.0	82.6
% Employed (Civilian Employment and in Armed Services)	50.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	33.30
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	7.40
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.50
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.10
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.06
Other Staff Providing Non-Instructional Services and Support	34.64

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	18.0	15.4	13.9
% with Master's Degree or Above	88.4	82.9	79.8

Average Class Size	District	DRG	State
Grade K	13.5	16.4	18.9
Grade 2	14.3	17.6	19.8
Grade 5	20.0	17.9	21.3
Grade 7	15.7	18.4	20.2
High School	6.3	16.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	957	992	999
Middle School	N/A	N/A	N/A
High School	986	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*	1.6	2.1	2.7
Middle School	N/A	N/A	N/A
High School	1.3	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	\$4,552	\$9,544	\$8,481	\$8,661	\$8,570
Instructional Supplies and Equipment	\$85	\$179	\$334	\$303	\$257
Improvement of Instruction and Educational Media Services	\$26	\$55	\$424	\$432	\$471
Student Support Services	\$656	\$1,375	\$998	\$981	\$950
Administration and Support Services	\$722	\$1,514	\$1,742	\$1,644	\$1,547
Plant Operation and Maintenance	\$665	\$1,394	\$1,277	\$1,614	\$1,459
Transportation	\$682	\$965	\$731	\$842	\$765
Costs for Students Tuitioned Out*	\$576	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$106	\$188	\$170
Total*	\$7,965	\$16,289	\$14,878	\$15,079	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$142	\$297	\$1,117	\$1,099	\$1,398

*Town total expenditures (in 1000s) for PK-12 are: Total, \$10,202 Tuition Costs, \$2,813.

Total town expenditures per pupil for PK-12 are \$14,806.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,366,454	23.2	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	55.0	41.1	3.8	0.1
Excluding School Construction	54.3	41.7	3.9	0.1

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.

It is the goal 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 appropriate job in ensuring that the elementary / junior high and high school students have comparable resources for their educational experience. The high school has been primarily funded through a special revenue account. As a result, tuition monies for students attending CCHS are placed in this special account and expended for high school needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	81
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.1%

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	8	1.3	1.2	1.3
Learning Disability	25	4.0	4.0	4.0
Intellectual Disability	3	0.5	0.4	0.4
Emotional Disturbance	3	0.5	0.7	1.0
Speech Impairment	23	3.7	2.5	2.0
Other Health Impairment*	14	2.3	2.1	2.4
Other Disabilities**	5	0.8	0.8	1.0
Total	81	13.1	11.7	12.1

*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 2011-12 with a Standard Diploma	N/A	N/A
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	42.9	34.5	77.9	69.2
	Writing	10.7	19.9	68.2	64.4
	Mathematics	20.0	29.0	65.8	65.5
	Science	20.0	21.3	68.4	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		2.9

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	1.2
Private Schools or Other Settings	5	6.2

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	61	75.3	74.3	72.0
40.1 to 79.0 Percent of Time	18	22.2	18.0	16.4
0.0 to 40.0 Percent of Time	2	2.5	7.7	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Lisbon Central School continues its efforts in refining instruction in the areas of math, language arts and science according to the State Standards and the Common Core. Staff being trained in SRBI, differentiated strategies and data team meetings continue to deliver appropriate instruction to all students. Additionally, students are engaged in Service Learning, Environmental Club / Symposium and Project Citizenship to hone their skills in real-life projects and decision-making. All of these efforts have resulted in improved student achievement. Community Connections High School will continue its efforts of increasing growth in student achievement until it closes its doors at the end of this school year. CCHS is closing, primarily due to decreased enrollment and the increased competition of new alternative programs in the region.
