

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



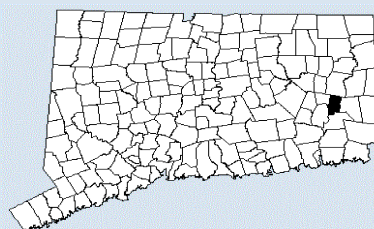
## Lisbon School District

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	403
Per Pupil Expenditures <sup>1</sup>	\$18,699
Total Expenditures <sup>1</sup>	\$7,386,111

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	193	47.9	48.3
Male	210	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	25	6.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	29	7.2	2.5
White	336	83.4	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	91	22.6	37.6
Students with Disabilities <sup>1</sup>	52	12.9	13.3

<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	10	5.4	*	*
Male	14	7.4	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	18	5.8	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	9	10.1	*	*
Students with Disabilities	7	15.2	*	*
District	24	6.5	6	1.4
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Lisbon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	29.1
Paraprofessional Instructional Assistants	0.8
<b>Special Education</b>	
Teachers and Instructors	6.3
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	29.0

<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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	48	100.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	9.2

### 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	12	*
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	19	*
District	50	75.8
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Lisbon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	13	2.2	4.4
Other Health Impairment	13	2.2	2.6
Other Disabilities	9	1.5	1.0
Speech/Language Impairment	22	3.7	1.9
All Disabilities	70	11.9	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,014,506	10,138	9,134
Instructional Supplies and Equipment	158,615	401	334
Improvement of Instruction and Educational Media Services	46,100	116	498
Student Support Services	572,039	1,445	1,001
Administration and Support Services	630,838	1,593	1,694
Plant Operation and Maintenance	564,540	1,426	1,572
Transportation	647,098	1,037	813
Costs of Students Tuitioned Out	740,219	N/A	N/A
Other	12,156	31	186
Total	7,386,111	18,699	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	193,256	488	1,272
-----------------------------------	---------	-----	-------

<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	791,278	32.3	35.1
Noncertified Personnel	126,281	5.2	14.2
Purchased Services	118,965	4.9	5.2
Tuition to Other Schools	1,104,145	45.1	22.0
Special Ed. Transportation	151,544	6.2	8.6
Other Expenditures	156,490	6.4	14.9
Total Expenditures	2,448,703	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.2	54.3
State	42.6	43.4
Federal	1.8	1.8
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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	9	*	9	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	19	*	8	*
White	218	71.4	218	56.1	77	60.7
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	87	60.9
Eligible for Free or Reduced-Price Meals	63	69.8	63	54.6	20	55.0
Not Eligible for Free or Reduced-Price Meals	189	72.5	189	57.0	67	62.6
Students with Disabilities	36	50.0	36	40.2	11	*
Students without Disabilities	216	75.5	216	59.1	76	62.7
High Needs	91	64.9	91	51.6	27	54.5
Non-High Needs	161	75.8	161	59.1	60	63.7
District	252	71.8	252	56.4	87	60.9

#### 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	69.8	83.7	89.6	N/A	140	81.4
Curl Up	58.1	69.4	89.6	N/A	140	72.9
Push Up	46.5	53.1	54.2	N/A	140	51.4
Mile Run/PACER	72.1	73.5	72.9	N/A	140	72.9
All Tests - District	34.9	53.1	50.0	N/A	140	46.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Lisbon School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	71.8	75	95.8	100	95.8	67.9
	High Needs Students	64.9	75	86.5	100	86.5	56.7
Math Performance Index	All Students	56.4	75	75.2	100	75.2	59.3
	High Needs Students	51.6	75	68.8	100	68.8	47.8
Science Performance Index	All Students	60.9	75	81.2	100	81.2	56.5
	High Needs Students	54.5	75	72.7	100	72.7	45.9
Chronic Absenteeism	All Students	6.5%	<=5%	47.1	50	94.2	10.6%
	High Needs Students	10.7%	<=5%	38.7	50	77.4	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		99.3%   46.4%	75%	31.0	50	61.9	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>646.8</b>	<b>800</b>	<b>80.9</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	64.9	10.1	17.3	
Math Performance Index Gap	59.1	51.6	7.5	19.6	
Science Performance Index Gap	63.7	54.5	9.2	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.9
	High Needs Students	98.9
Math	All Students	98.9
	High Needs Students	98.9
Science	All Students	98.9
	High Needs Students	96.4

### 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: 50.1**

#### 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 2014-15

## Lisbon School District

### Narratives

---

#### **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 92.3% students score at or above proficiency and grade 8 had 91.8% students score at or above proficiency. 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 him 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, from 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. Teachers also post activities via email and website pages. A STEAM Night is held to engage students and parents in exciting STEAM activities. Community members see firsthand how our students are integrating STEAM in their learning at LCS. 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 three 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 in 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. A diversity team has been established and has met to increase awareness and brainstorm activities and programs that will address the needs of our school community.

Our EL tutor provides support and instruction and helps promote positive communication between home and school. The Positive Behavior Intervention and Supports system awards students for being respectful to students and staff.

# District Profile and Performance Report for School Year 2014-15

## 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 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 for all children.