

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



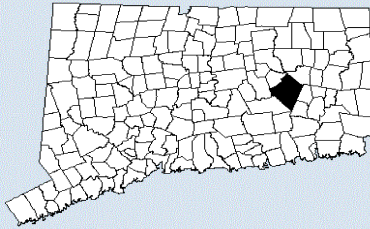
## Lebanon School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,054
Per Pupil Expenditures <sup>1</sup>	\$16,600
Total Expenditures <sup>1</sup>	\$19,206,555

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	520	49.3	48.3
Male	534	50.7	51.6
American Indian or Alaska Native	14	1.3	0.2
Asian	15	1.4	4.9
Black or African American	19	1.8	12.8
Hispanic or Latino	50	4.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.7
White	948	89.9	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	184	17.5	38.0
Students with Disabilities <sup>1</sup>	162	15.4	13.7

<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	32 6.3	8 1.5
Male	34 6.6	17 3.1
Black or African American	0 *	0 *
Hispanic or Latino	* *	* *
White	61 6.6	22 2.3
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	23 11.8	6 3.0
Students with Disabilities	21 14.0	6 3.4
District	66 6.5	25 2.3
State	9.6	7.0

**Number of students in 2014-15 qualified as truant under state statute: 30**

**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 2015-16

## Lebanon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	78.6
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	32.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	50.8

<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	1.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	4	3.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	103	92.8	91.7

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.4

### 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	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	0	0.0
White	40	48.8	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	*	*	*	*
District	40	47.1	59	54.6
State		61.2		73.9

<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	7	35.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	36	59.0
Other Health Impairment	20	71.4
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	74	54.4
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Lebanon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	2.1	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	8	0.8	0.5
Learning Disability	61	6.1	4.6
Other Health Impairment	28	2.8	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	12	1.2	1.9
All Disabilities	142	14.1	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,376,100	9,493	9,387
Instructional Supplies and Equipment	552,134	505	318
Improvement of Instruction and Educational Media Services	402,108	368	541
Student Support Services	568,008	520	1,048
Administration and Support Services	1,480,452	1,354	1,790
Plant Operation and Maintenance	2,412,567	2,207	1,608
Transportation	1,303,626	1,101	845
Costs of Students Tuitioned Out	1,660,174	N/A	N/A
Other	451,386	413	194
Total	19,206,555	16,600	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	364,149	333	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,295,981	26.0	35.1
Noncertified Personnel	869,529	17.5	14.5
Purchased Services	239,960	4.8	5.5
Tuition to Other Schools	1,457,662	29.3	21.6
Special Ed. Transportation	467,944	9.4	8.3
Other Expenditures	644,647	13.0	15.0
Total Expenditures	4,975,723	100.0	100.0

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

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.5	61.9
State	32.3	33.8
Federal	1.4	1.4
Tuition & Other	2.8	2.9

<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 2015-16

## 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	*	*	*	*	*	*
Asian	11	*	11	*	*	*
Black or African American	11	*	11	*	*	*
Hispanic or Latino	28	65.4	28	57.7	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	0	N/A
White	454	73.0	454	66.9	211	61.0
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	511	72.7	511	66.4	*	*
Eligible for Free or Reduced-Price Meals	100	67.7	100	60.3	42	57.5
Not Eligible for Free or Reduced-Price Meals	411	73.9	411	67.9	196	60.8
Students with Disabilities	102	57.5	102	50.2	44	44.8
Students without Disabilities	409	76.5	409	70.5	194	63.7
High Needs	173	63.6	173	56.3	79	51.2
Non-High Needs	338	77.3	338	71.6	159	64.7
District	511	72.7	511	66.4	238	60.2

#### 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	74.6	94.5	97.4	88.5	247	89.1
Curl Up	81.7	94.5	92.2	88.5	247	89.5
Push Up	53.5	93.2	79.2	88.5	247	76.9
Mile Run/PACER	78.9	90.4	75.3	92.3	247	82.6
All Tests - District	40.8	80.8	57.1	53.8	247	59.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Lebanon School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	95	94.7	93.0	Yes	93.1
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 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	96.0	53	53.0
Male	93.5	45	48.4
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	0	*
White	96.7	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.9	7	31.8
Students with Disabilities	*	*	*
District	94.8	98	50.8
State	95.6		40.7

<sup>5</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>6</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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.3	89.1
Male	65.7	90.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	80.2	90.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.9	89.6
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Lebanon School District

### Next Generation Accountability Results

These statistics are the 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	72.7	75	48.4	50	96.9	67.7
	High Needs Students	63.6	75	42.4	50	84.9	56.7
Math Performance Index	All Students	66.4	75	44.3	50	88.6	61.4
	High Needs Students	56.3	75	37.6	50	75.1	49.9
Science Performance Index	All Students	60.2	75	40.1	50	80.3	57.5
	High Needs Students	51.2	75	34.1	50	68.2	47.0
ELA Academic Growth	All Students	67.1%	100%	67.1	100	67.1	63.8%
	High Needs Students	68.1%	100%	68.1	100	68.1	58.3%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	65.0%
	High Needs Students	61.1%	100%	61.1	100	61.1	57.4%
Chronic Absenteeism	All Students	6.5%	<=5%	47.1	50	94.2	9.6%
	High Needs Students	11.2%	<=5%	37.6	50	75.3	15.6%
Preparation for CCR	% Taking Courses	51.3%	75%	34.2	50	68.4	67.6%
	% Passing Exams	50.8%	75%	33.9	50	67.7	40.7%
On-track to High School Graduation		84.9%	94%	45.2	50	90.3	85.1%
4-year Graduation All Students (2015 Cohort)		94.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.9%	94%	96.7	100	96.7	78.6%
Postsecondary Entrance (Class of 2015)		78.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		74.8%   59.1%	75%	19.7	50	39.4	89.2%   50.5%
Arts Access		23.7%	60%	19.8	50	39.5	47.5%
<b>Accountability Index</b>				<b>1042.8</b>	<b>1350</b>	<b>77.2</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	63.6	11.4	16.5	
Math Performance Index Gap	71.6	56.3	15.3	18.9	
Science Performance Index Gap	64.7	51.2	13.6	17.2	
Graduation Rate Gap	94.0%	90.9%	3.1%	15.3%	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	96.7
	High Needs Students	96.7
Math	All Students	96.7
	High Needs Students	96.7
Science	All Students	99.2
	High Needs Students	97.5

<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: 52.7**

**State: 51.4**

#### 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 2015-16

## Lebanon School District

### Narratives

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

School 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 to be implemented with 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.

Instructional Rounds were implemented in the spring of 2016 with the focus of 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. There was a concerted effort to engage the district administration in leadership development activities. A series of workshops were arranged, including a 2-day leadership team retreat were held, to address their professional growth.

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**

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 exposes 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. Our grade 4 students participated in an inter-district grant opportunity that allowed them to collaborate with a neighboring urban school. Lyman Memorial High School, during the 2015-2016 school year, accepted several students from an exchange program into our school. Students came to us from Italy and France. The GSA club organized two dances, one in the fall and one in the spring, open and advertised to all. 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 2015-16

## Lebanon School District

### **Equitable Allocation of Resources among District Schools**

Equitable Allocation of Resources.

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.