

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



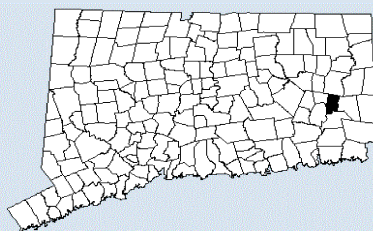
Lisbon School District

Ms. Sally Keating, Superintendent • 860-376-5565 • www.lisbonschool.com

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	398
Per Pupil Expenditures ¹	\$19,725
Total Expenditures ¹	\$7,752,009

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	207	52.0	48.4
Male	191	48.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	30	7.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	34	8.5	3.3
White	323	81.2	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	93	23.4	36.7
Students with Disabilities ¹	69	17.3	14.8

¹Students 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 ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	10	5.0	*	*
Male	9	5.2	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	14	4.7	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	9.2	9	6.5
Students with Disabilities	6	10.7	7	9.0
District	19	5.1	13	3.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.9
Paraprofessional Instructional Assistants	1.1
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.8
Support Staff	0.4
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	31.2

¹In 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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	45	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	20	90.9
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	58	79.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	1.3	1.8
Emotional Disturbance	7	1.3	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	4.0	5.2
Other Health Impairment	12	2.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	22	4.0	1.8
All Disabilities	79	14.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,958,921	10,074	9,847
Instructional Supplies and Equipment	82,485	210	287
Improvement of Instruction and Educational Media Services	86,634	220	589
Student Support Services	640,780	1,630	1,120
Administration and Support Services	657,264	1,672	1,905
Plant Operation and Maintenance	514,854	1,310	1,648
Transportation	859,956	1,524	904
Costs of Students Tuitioned Out	926,476	N/A	N/A
Other	24,639	63	208
Total	7,752,009	19,725	16,535

Additional Expenditures

Land, Buildings, and Debt Service	180,691	460	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	824,222	26.9	33.8
Noncertified Personnel	142,248	4.6	14.5
Purchased Services	197,106	6.4	5.5
Tuition to Other Schools	1,350,154	44.1	23.4
Special Ed. Transportation	342,095	11.2	8.7
Other Expenditures	208,122	6.8	14.1
Total Expenditures	3,063,947	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.4	58.7
State	38.4	39.0
Federal	1.9	1.9
Tuition & Other	0.4	0.4

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	17	*	17	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	20	73.3	20	60.3
White	197	71.4	197	59.9
English Learners	*	*	*	*
Non-English Learners	238	71.7	238	60.2
Eligible for Free or Reduced-Price Meals	77	67.6	77	55.0
Not Eligible for Free or Reduced-Price Meals	163	73.5	163	62.4
Students with Disabilities	32	50.8	32	36.4
Students without Disabilities	208	74.8	208	63.7
High Needs	97	63.9	97	50.9
Non-High Needs	143	76.8	143	66.2
District	240	71.6	240	60.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.8	88.6	100.0	N/A	133	92.5
Curl Up	85.4	59.1	77.1	N/A	133	73.7
Push Up	61.0	54.5	62.5	N/A	133	59.4
Mile Run/PACER	58.5	88.6	93.8	N/A	133	81.2
All Tests - District	48.8	36.4	58.3	N/A	133	48.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.6	75	47.7	50	95.5	67.6
	High Needs Students	63.9	75	42.6	50	85.2	57.5
Math Performance Index	All Students	60.0	75	40.0	50	80.0	62.7
	High Needs Students	50.9	75	33.9	50	67.9	52.0
ELA Academic Growth	All Students	66.2%	100%	66.2	100	66.2	60.7%
	High Needs Students	59.7%	100%	59.7	100	59.7	55.6%
Math Academic Growth	All Students	55.9%	100%	55.9	100	55.9	61.9%
	High Needs Students	50.4%	100%	50.4	100	50.4	55.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.7	10.7%
	High Needs Students	9.8%	<=5%	40.4	50	80.7	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		94.4%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.3% 48.1%	75%	32.1	50	64.2	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				568.8	800	71.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.9	11.1	15.9	
Math Performance Index Gap	66.2	50.9	15.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.1
Math	All Students	99.6
	High Needs Students	99.1
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. Students continue to show growth on the SBAC assessment in both Reading and Math. Regarding special education services and programs, there are ongoing efforts for refinement and improvement. In an effort to broaden our continuum of services, flexible resource rooms have been established. This gives us flexibility to provide a wider range of services for our students to meet their needs.

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. Parents are collaborative parties when a student's attendance appears to be less than optimal. Our Administrators, 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. Survey data indicates that 100% of parents completing the survey have received positive communication from one or more staff members in the last year. Parent-Teacher conferences are interactive in that teachers provide progress reports, and parents provide input and insight to enable their child to succeed. Our students 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 in a Thursday Folder.

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 Curriculum Night is held to engage students and parents in exciting activities focused on STEAM, literacy, physical education, health and early learning. Community members see firsthand how our students are integrating all areas of curriculum in their learning at LCS. Parents are equipped with strategies to help their children at home. Summer learning packets, reading lists, and math enrichment opportunities 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 several years, upper grade students have participated in group discussions using famous works of art 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 the topic of diversity into instruction. Additionally, classes throughout the grade levels do partnership activities with the Senior Center, the Lisbon Fire House, the community libraries and regional businesses. These opportunities broaden students' perspectives. Lastly, professional development for staff is being planned for the upcoming school year. The themes will be multiculturalism and equity.

Food drives are conducted throughout the year to help those families in need. We also have a Social Needs Student Activity Account in which funds are utilized for students whose families do not have financial resources.

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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.