

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



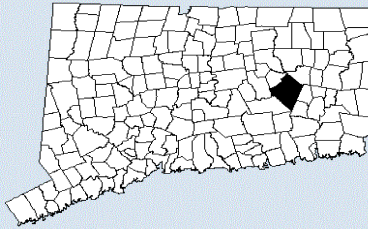
Lebanon School District

Ms. Janet Tyler, Superintendent • 860-642-7795 • www.lebanonct.org

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,105
Per Pupil Expenditures ¹	\$16,175
Total Expenditures ¹	\$19,652,887

¹Expenditure 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)

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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	550	49.8	48.3
Male	555	50.2	51.6
American Indian or Alaska Native	17	1.5	0.2
Asian	16	1.4	4.7
Black or African American	22	2.0	12.9
Hispanic or Latino	44	4.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	1,001	90.6	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	199	18.0	37.6
Students with Disabilities ¹	172	15.6	13.3

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	42	8.0	8	1.4
Male	37	7.2	27	4.9
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	*	*
White	75	8.0	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	16	8.0	9	4.2
Students with Disabilities	19	12.0	*	*
District	79	7.6	35	3.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1

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	79.6
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	12.6
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	55.0

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	2	1.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	2.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	106	95.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core 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	10.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	*	*	50	56.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	6	*	6	*
District	44	41.5	50	51.5
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	6	30.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	34	53.1
Other Health Impairment	16	59.3
Other Disabilities	*	*
Speech/Language Impairment	15	75.0
District	75	50.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	20	1.9	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	8	0.8	0.5
Learning Disability	64	6.1	4.4
Other Health Impairment	28	2.7	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	27	2.6	1.9
All Disabilities	157	15.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	10	6.4	8.1
Private Schools or Other Settings	8	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,482,140	9,147	9,134
Instructional Supplies and Equipment	502,665	439	334
Improvement of Instruction and Educational Media Services	397,331	347	498
Student Support Services	591,137	516	1,001
Administration and Support Services	1,774,429	1,548	1,694
Plant Operation and Maintenance	2,562,259	2,236	1,572
Transportation	1,299,718	1,063	813
Costs of Students Tuitioned Out	1,701,254	N/A	N/A
Other	341,954	298	186
Total	19,652,887	16,175	15,289

Additional Expenditures

Land, Buildings, and Debt Service	375,269	327	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,499,753	30.8	35.1
Noncertified Personnel	795,639	16.4	14.2
Purchased Services	24,466	0.5	5.2
Tuition to Other Schools	1,465,397	30.1	22.0
Special Ed. Transportation	436,499	9.0	8.6
Other Expenditures	641,431	13.2	14.9
Total Expenditures	4,863,185	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.2	60.4
State	33.9	34.5
Federal	2.0	2.0
Tuition & Other	3.0	3.0

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	8	*	7	*	*	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	22	65.7	22	56.0	8	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	*	*	*	*	*	*
White	506	70.7	499	64.1	242	61.4
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	97	64.8	95	58.1	43	56.3
Not Eligible for Free or Reduced-Price Meals	456	71.5	450	64.6	218	61.4
Students with Disabilities	106	52.9	104	44.5	48	45.6
Students without Disabilities	447	74.4	441	67.9	213	64.0
High Needs	177	59.5	174	51.6	80	51.6
Non-High Needs	376	75.4	371	69.0	181	64.6
District	553	70.3	545	63.4	261	60.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	66.7	98.5	80.7	67.6	250	80.0
Curl Up	95.2	81.5	93.2	91.2	250	90.4
Push Up	66.7	96.9	83.0	82.4	250	82.4
Mile Run/PACER	71.4	80.0	62.5	76.5	250	71.2
All Tests - District	39.7	69.2	37.5	52.9	250	48.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	90.0	.		.
Students with Disabilities	*	*	.		.
District	105	93.3	92.8	Yes	93.0
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	72.8	54	47.4
Male	56.2	30	33.7
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	67.0	82	42.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	29.2	*	*
Students with Disabilities	*	0	*
District	65.5	84	41.4
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.0	89.1
Male	63.6	86.7
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	71.8	87.7
English Language Learners	71.8	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72.8	88.2
State	72.6	88.8

⁷College 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.

⁸College 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

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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	70.3	75	93.7	100	93.7	67.9
	High Needs Students	59.5	75	79.3	100	79.3	56.7
Math Performance Index	All Students	63.4	75	84.6	100	84.6	59.3
	High Needs Students	51.6	75	68.8	100	68.8	47.8
Science Performance Index	All Students	60.6	75	80.8	100	80.8	56.5
	High Needs Students	51.6	75	68.8	100	68.8	45.9
Chronic Absenteeism	All Students	7.6%	<=5%	44.9	50	89.7	10.6%
	High Needs Students	10.5%	<=5%	38.9	50	77.8	17.3%
Preparation for CCR	% Taking Courses	46.3%	75%	30.9	50	61.7	66.1%
	% Passing Exams	41.4%	75%	27.6	50	55.2	37.3%
On-track to High School Graduation		85.9%	94%	45.7	50	91.4	85.6%
4-year Graduation All Students (2014 Cohort)		93.3%	94%	99.3	100	99.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.2%	94%	90.6	100	90.6	77.6%
Postsecondary Entrance (Class of 2014)		72.8%	75%	97.1	100	97.1	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		78.1% 48.4%	75%	16.1	50	32.3	87.6% 51.0%
Arts Access		21.0%	60%	17.5	50	35.1	45.7%
Accountability Index				984.6	1250	78.8	

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	59.5	15.5	17.3	
Math Performance Index Gap	69.0	51.6	17.4	19.6	
Science Performance Index Gap	64.6	51.6	13.0	17.2	
Graduation Rate Gap	93.1%	85.2%	8.0%	15.2%	N

¹If 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.

²If 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	96.9
	High Needs Students	95.8
Math	All Students	95.5
	High Needs Students	94.2
Science	All Students	100.0
	High Needs Students	100.0

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: 54.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

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.

Action plans are also developed to address students' behavioral, social and emotional concerns. Attendance is tracked daily and truancy prevention is addressed via parental communication, student counseling and meetings with families.

All grade levels have focused on the transition to the Common Core State Standards. Each content area has undergone curriculum revisions to meet this change. Professional development centered on Common Core curriculum implementation is provided to gain a robust understanding and practical application of the curriculum. Resources such as the Envisions math text series have been acquired to support this new curriculum.

Lebanon Public Schools holds a variety of planning meetings regularly. Faculty, administrators and parents all contribute to these meetings with the goal of developing short, medium and long range plans for both regular education and special education students.

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. Time is set aside monthly for parents to speak to the administration beyond the normal operating hours with a Parent Advisory Council that promotes dialogue between parents and the administration.

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. Enriching programs such as assemblies, field trips, and music competitions in conjunction with the curriculum have a multi-cultural perspective. Economic isolation is also partially 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 world language department exposes students to our national Hispanic culture as well as foreign Hispanic cultures. North American French culture and European French culture are also studied. Lebanon Middle School attends to the need to reduce racial, ethnic, and economic isolation through these curriculum and enrichment programs. 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 2014-2015 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.

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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.