

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



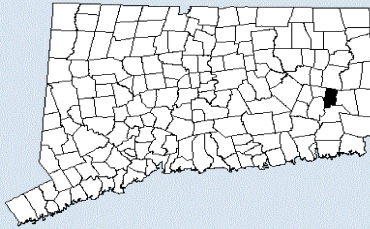
## Lisbon School District

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	421
Per Pupil Expenditures <sup>1</sup>	\$17,440
Total Expenditures <sup>1</sup>	\$10,237,521

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	214	50.8	48.4
Male	207	49.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	6	1.4	12.7
Hispanic or Latino of any race	48	11.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	32	7.6	3.8
White	327	77.7	51.1
English Learners	8	1.9	8.3
Eligible for Free or Reduced-Price Meals	155	36.8	43.3
Students with Disabilities <sup>3</sup>	64	15.2	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	9	4.6	*	*
Male	8	4.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	9	3.0	18	5.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	11	7.7	14	7.6
Students with Disabilities	6	10.0	10	13.2
District	17	4.4	25	5.7
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 28**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Lisbon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	27.3
Paraprofessional Instructional Assistants	1.6
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	4.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.4
School Level	2.4
<b>Library/Media</b>	
Specialists (Certified)	0.9
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.7
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	31.2

<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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	47	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.0	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	12	57.1
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	50	72.5
State		67.8

<sup>2</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Lisbon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	11	1.9	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	20	3.5	5.7
Other Health Impairment	21	3.7	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	21	3.7	1.8
All Disabilities	81	14.1	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$7,009,098	\$11,941	\$10,923
Support services - students	\$661,073	\$1,649	\$1,277
Support services - instruction	\$104,144	\$260	\$682
Support services - general administration	\$180,612	\$450	\$467
Support services - school based administration	\$235,601	\$588	\$1,021
Central and other support services	\$273,971	\$683	\$679
Operation and maintenance of plant	\$645,104	\$1,609	\$1,718
Student transportation services	\$781,398	\$1,292	\$1,288
Food services	\$28,315	\$71	\$12
Enterprise operations	\$56,949	\$142	\$163
Minor school construction	\$261,256	\$652	\$59
Total	\$10,237,521	\$17,440	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$793,436	29.6	28.5
Instructional Aide Salaries	\$68,088	2.5	10.1
Other Salaries	\$125,195	4.7	11.1
Employee Benefits	\$217,505	8.1	13.0
Purchased Services Other Than Transportation	\$239,423	8.9	5.7
Special Education Tuition	\$966,907	36.0	22.5
Supplies	\$7,200	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$260,373	9.7	8.0
Equipment	\$4,739	0.2	0.2
All Other Expenditures	\$139	0.0	0.1
Total	\$2,683,006	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	63.8
State	33.0
Federal	2.6
Tuition & Other	0.6

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Lisbon School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.4%	<=5%	12.2%
	High Needs Students	7.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		90.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
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), 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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## 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 very low. 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, school 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. In grades 5-8 we have implemented the Parent Portal. This allows parents to view messages from teachers, their child's progress, and list of assignments and grades. 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 AdminPlus Notify system 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, Google Classroom and Parent Portals. A Family Curriculum Night was planned to engage students and parents in exciting activities focused on STEAM, math, literacy, physical education, health and early learning. School closure impacted this and we will schedule for the following Fall. 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 beliefs. Sixth grade students typically visit the United Nations in New York to study how organizations seek to influence policy decisions. Grade eight students typically visit Boston and learn about historic and current culture. This year, due to the COVID-19 impact, field trips were cancelled. However, preliminary comprehensive discussion occurred in preparation for the trips. Our eighth graders are given the choice to select from several high schools which have diverse populations. Our students engage in academic, sports and extracurricular activities with other students from urban, suburban and rural districts. 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 typically 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 incorporate strategies for trauma-based instruction, restorative practices, and multiculturalism to enable staff to bring students with diverse experiences to a shared understanding. 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.

# District Profile and Performance Report for School Year 2019-20

## 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. 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. This process was revised this year due to COVID-19, as allowed by the Governor. The First Selectmen approved the budget, in concert with the Town Board of Finance and the Board of Education. The school community was given the opportunity to provide input. Lisbon is dedicated to providing equal access to opportunities for an optimal learning environment for all children.