

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



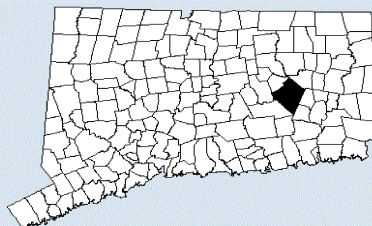
Lebanon School District

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

District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	1,158
Per Pupil Expenditures ¹	\$14,628
Total Expenditures ¹	\$18,430,684

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	572	49.4	48.3
Male	586	50.6	51.6
American Indian	20	1.7	0.2
Asian	18	1.6	4.6
Black or African American	16	1.4	12.9
Hispanic or Latino	44	3.8	21.2
Pacific Islander	*	*	0.0
White	1,055	91.1	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	189	16.3	37.3
Students with Disabilities ¹	173	14.9	12.8

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	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	51 9.2	* *
Male	34 6.2	* *
Black or African American	0 *	0 *
Hispanic or Latino	* *	* *
White	80 7.9	12 1.1
English Language Learners	0 0.0	0 *
Eligible for Free or Reduced-Price Meals	16 8.4	* *
Students with Disabilities	15 9.3	* *
District	85 7.7	14 1.2
State	10.8	7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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	83.4
Paraprofessional Instructional Assistants	2.5
Special Education	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	33.0
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	3.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	55.5

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 (%)
Asian	2	1.7	1.0
Black or African American	0	0	3.5
Hispanic	2	1.7	3.6
Native American	1	0.9	0.1
White	110	95.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	17	18.1	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	17	16.8	26	24.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	38	60.3
Other Health Impairment	18	62.1
Other Disabilities	*	*
Speech/Language Impairment	17	77.3
District	83	55.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.8	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	12	1.1	0.4
Learning Disability	63	5.7	4.2
Other Health Impairment	29	2.6	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	24	2.2	1.9
All Disabilities	156	14.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,381,251	7,633	8,769
Instructional Supplies and Equipment	494,525	402	275
Improvement of Instruction and Educational Media Services	420,976	343	487
Student Support Services	1,350,288	1,099	965
Administration and Support Services	1,873,488	1,524	1,600
Plant Operation and Maintenance	2,126,072	1,730	1,472
Transportation	1,214,500	974	786
Costs of Students Tuitioned Out	1,358,890	N/A	N/A
Other	210,694	171	178
Total	18,430,684	14,628	14,642

Additional Expenditures

Land, Buildings, and Debt Service	386,388	314	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,290,760	29.4	35.6
Noncertified Personnel	704,796	16.0	14.5
Purchased Services	290,031	6.6	5.0
Tuition to Other Schools	1,256,780	28.6	21.4
Special Ed. Transportation	266,392	6.1	8.5
Other Expenditures	585,359	13.3	14.9
Total Expenditures	4,394,118	100.0	100.0

PK-12 Expenditures Used for Special Education	23.8	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.3	63.5
State	33.8	34.5
Federal	1.9	1.9
Tuition & Other	0.0	0.0

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	77.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	74.3	73.3	75.0	77.7	.	.	.	.
Students with Disabilities	44.0	44.0	47.9	54.9	.	.	.	.
High Needs	62.5	60.6	63.6	68.9	.	.	.	.
District	84.2	83.4	84.6	86.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	51.7	62.4	53.8	.	.	.	.
District	73.7	79.5	80.0	79.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.5	88.3	87.4	71.8	285	86.7
Curl Up	92.7	90.9	96.6	92.3	285	93.3
Push Up	81.7	87.0	94.3	82.1	285	87.0
Mile Run/PACER	84.1	75.3	71.3	66.7	285	75.4
All Tests - District	63.4	61.0	69.0	53.8	285	63.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

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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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	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	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	88.5	.		.
Students with Disabilities	*	*	.		.
District	118	93.2	92.7	Yes	92.8
State ⁴		85.5			

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 2012-13 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	75.2	50	40.0
Male	53.1	24	29.6
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	67.5	72	37.7
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36.0	*	*
Students with Disabilities	*	0	*
District	66.5	74	35.9
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.9	85.7
Male	71.4	86.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.7	86.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
District	77.3	86.0
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Professional Development Plan focuses on the training and implementation of differentiated instruction, data driven decision making to inform teaching and learning decisions, and scientifically researched based intervention (SRBI). In addition, professional development occurs within the classroom as embedded instruction and teacher modeling. Action Plans, identifying benchmark assessments and data collection and assessment, were generated to improve student achievement on standardized tests. District curriculums have been updated to match the Common Core State Standards and the Connecticut Social Studies Frameworks. All students in grades K-4 take benchmark assessments using the NWEA testing platform. Lebanon Elementary Schools hosted a Getting Ready to Read Workshop for parents with a consultant from EASTCONN who provided families with appropriate activities to help hone their child's reading skills. The staff works collaboratively to plan the annual Community Math and Literacy Nights. Wellness check phone calls are made daily for students whom are not reported as absent. Home visits are made by school psychologist and building principal in an effort to provide families with effective strategies for getting children to school consistently and on time. LES is proud of our inclusion model for special education students. At the Middle School, computer applications such as Study Island and NWEA are utilized to assess, monitor and develop targeted interventions. Faculty, administrators and parents all contribute to regular meetings with the goal of developing short, medium and long range plans for both regular and special education students. LMS values the communication between home and school and utilizes a variety of programs and technology. Parents have online access to their child's progress via our Parent Portal program. Monthly newsletters are sent via email and regular mail. Open house programs and transition meetings are provided to inform parents of change and options between the grades. A very dedicated Parent Association has been instrumental in providing enrichment activities for the student body, as well as financial support for various programs and after school activities. All staff at Lyman Memorial High School work together to create an environment in which student learning is given top priority. An Assisted Daily Living room was created and furnished to help students with disabilities prepare for secondary living. A monthly Parents Roundtable was established enabling parents to meet with the principal to air any concerns and receive updates on events and activities. The 2013-2014 school year included the decennial visitation from the New England Association of Schools and Colleges (NEASC). Parents and students were involved by participating in group interviews, conducting tours, and presenting to the committee. Parent groups such as Athletic Boosters, FFA Parents and Alumni and Project Graduation use the school facilities to support the students of Lyman. Parents and students are notified by the Blackboard System of important and upcoming activities. The Director of Pupil Services meets quarterly with a Special Education Parent Group. IEP Direct software is used for Individual Education Programs. The District Safety Plan was enhanced and security is present in the schools and on the grounds.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Lebanon Public School district supports and infuses diverse perspectives and cultures into the educational opportunities it offers to its students. Curriculum is designed to infuse learning experiences that will enhance students' understanding of peoples and communities. Interdisciplinary lessons augment students' appreciation of differences. At each grade level, students learn about, experience, and celebrate each other's heritage and those of other diverse cultures. In addition, culturally diverse enrichment programs are sponsored in conjunction with district parent groups. Lebanon presentations help to reduce the isolation in Lebanon and promote learning about people of different origins. Grade 4 students participated in an inter-district grant opportunity that allowed them to collaborate with a neighboring urban school. The classes exchanged pen pal letters and accompanied each other on field trips. Middle School students experience a variety of field trips, and music competitions which have a multi-cultural perspective. Selected novels, such as *To Kill a Mockingbird* in grade eight, are used to address the theme of race. Through the World Language Department, Hispanic, North American French and European French cultures are studied. Students are exposed to a diverse selection of career options and are required to spend a day "shadowing" an employee of that career choice. Lyman Memorial High School has adopted Core Values and Belief Statements that support our goals and reflect expectations for ourselves and students. Our Connecticut Youth Forum group involves students who participate with other clubs from rural, suburban and urban communities. At the high school level, a Diversity Fair is held yearly. Students from culturally diverse high schools are invited to participate at the onsite experience. In addition, students from neighboring towns enroll in the Vocational Educational program. There are also numerous out-of-state field trips and academic competitions, in which students participate. The Lebanon Public School district has an extensive sports program, where students interact and compete with students from towns throughout CT.

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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. Although the quest to provide funding each year becomes more daunting, the BOE and administration are vested in improving student achievement and lobby to increase funding each year. We provide resources equally 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.