

STRATEGIC SCHOOL PROFILE 2009-10**Lisbon School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 4,069

1990-2000 Population Growth: 7.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$22,476

Percent of Adults without a High School Diploma in 2000*: 16.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: 96.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 567
5-Year Enrollment Change -9.7%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|------|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 100 | 17.6 | 12.9 | 32.6 |
| K-12 Students Who Are Not Fluent in English | 0 | 0.0 | 0.7 | 5.4 |
| Students Identified as Gifted and/or Talented* | 4 | 0.7 | 3.7 | 4.1 |
| PK-12 Students Receiving Special Education Services in District | 65 | 11.5 | 11.1 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 34 | 82.9 | 87.2 | 80.5 |
| Homeless | 3 | 0.5 | 0.1 | 0.2 |
| Juniors and Seniors Working 16 or More Hours Per Week | N/A | N/A | N/A | N/A |

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 5 | 0.9 |
| Asian American | 21 | 3.7 |
| Black | 10 | 1.8 |
| Hispanic | 13 | 2.3 |
| White | 518 | 91.4 |
| Total Minority | 49 | 8.6 |

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

1.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Lisbon School District has provided opportunities for staff and students to gain an awareness of diversity and to reduce racial, ethnic and economic isolation. In Language Arts, at the elementary / junior high level, multi-cultural literature is available for all students and teachers plan units of study around multi-cultural themes. A wide array of countries are studied in social studies. In the area of science, students have participated in environmental projects with students from other culturally diverse districts from different states. Other projects / initiatives such as "Exchange City" involved students from Lisbon and other economically diverse districts in a common unit of study. Service Learning projects also involved the Lisbon students in racially and economically diverse communities where they contributed their efforts to soup kitchens, women's centers, etc. At the high school level, students engaged in internships in Lisbon as well as in suburban and urban communities. Projects incorporated partnerships with the Lisbon Senior Citizens Center, an urban women's center, an urban theatre business, etc. An ongoing concerted effort is being made to reduce racial, ethnic and economic isolation in the Lisbon School District.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| Grade 3 Reading | 52.9 | 57.0 | 28.2 | |
| Writing | 52.8 | 58.3 | 22.1 | |
| Mathematics | 51.9 | 62.4 | 16.0 | |
| Grade 4 Reading | 66.7 | 59.9 | 45.9 | |
| Writing | 66.0 | 63.6 | 38.1 | |
| Mathematics | 69.6 | 67.0 | 39.0 | |
| Grade 5 Reading | 74.1 | 61.8 | 62.4 | |
| Writing | 87.3 | 68.2 | 90.4 | |
| Mathematics | 79.6 | 72.4 | 52.4 | |
| Science | 67.3 | 59.4 | 42.8 | |
| Grade 6 Reading | 78.5 | 74.9 | 41.7 | |
| Writing | 62.7 | 65.9 | 29.9 | |
| Mathematics | 61.5 | 70.7 | 18.4 | |
| Grade 7 Reading | 87.7 | 77.4 | 61.0 | |
| Writing | 66.7 | 61.2 | 45.5 | |
| Mathematics | 58.5 | 68.5 | 20.8 | |
| Grade 8 Reading | 62.0 | 73.3 | 15.9 | |
| Writing | 47.9 | 62.6 | 16.6 | |
| Mathematics | 55.6 | 67.3 | 17.8 | |
| Science | 64.4 | 62.8 | 33.1 | |

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | N/A | N/A | N/A | |
| Writing Across the Disciplines | N/A | N/A | N/A | |
| Mathematics | N/A | N/A | N/A | |
| Science | N/A | N/A | N/A | |

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
| | 37.4 | 50.7 | 17.8 |

| SAT® I: Reasoning Test Class of 2009 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | N/A | N/A | |
| Average Score | Mathematics | N/A | N/A | N/A |
| | Critical Reading | N/A | N/A | N/A |
| | Writing | N/A | N/A | N/A |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|--|----------|-------|--|
| Graduation Rate, Class of 2009 | N/A | N/A | N/A |
| 2008-09 Annual Dropout Rate for Grade 9 through 12 | N/A | N/A | N/A |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | N/A | N/A |
| % Employed (Civilian Employment and in Armed Services) | N/A | N/A |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 37.90 |
| Paraprofessional Instructional Assistants | 1.50 |
| Special Education | |
| Teachers and Instructors | 8.00 |
| Paraprofessional Instructional Assistants | 2.50 |
| Library/Media Specialists and/or Assistants | 1.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 2.45 |
| School Level | 1.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00 |
| Counselors, Social Workers, and School Psychologists | 2.00 |
| School Nurses | 2.20 |
| Other Staff Providing Non-Instructional Services and Support | 26.10 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors | District | DRG | State |
|--|----------|------|-------|
| Average Years of Experience in Education | 16.0 | 15.1 | 13.8 |
| % with Master's Degree or Above | 87.8 | 79.5 | 77.8 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 13.7 | 16.3 | 18.5 |
| Grade 2 | 13.3 | 18.3 | 19.7 |
| Grade 5 | 18.7 | 19.4 | 21.1 |
| Grade 7 | 22.3 | 19.3 | 20.8 |
| High School | N/A | N/A | N/A |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 998 | 997 | 992 |
| Middle School | N/A | N/A | N/A |
| High School | 1,119 | 1,026 | 1,006 |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | 3.8 | 2.6 | 3.2 |
| Middle School | N/A | N/A | N/A |
| High School | 0.8 | 1.8 | 2.3 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
| | | District | PK-12 Districts | DRG | State |
| Instructional Staff and Services | \$4,202 | \$7,477 | \$7,843 | \$7,407 | \$7,829 |
| Instructional Supplies and Equipment | \$152 | \$270 | \$336 | \$320 | \$279 |
| Improvement of Instruction and Educational Media Services | \$41 | \$74 | \$252 | \$410 | \$459 |
| Student Support Services | \$597 | \$1,063 | \$830 | \$912 | \$859 |
| Administration and Support Services | \$799 | \$1,421 | \$1,627 | \$1,419 | \$1,426 |
| Plant Operation and Maintenance | \$505 | \$898 | \$1,336 | \$1,482 | \$1,462 |
| Transportation | \$541 | \$673 | \$658 | \$715 | \$694 |
| Costs for Students Tuitioned Out* | \$365 | N/A | N/A | N/A | N/A |
| Other | \$0 | \$0 | \$93 | \$189 | \$162 |
| Total* | \$7,201 | \$12,590 | \$13,721 | \$13,230 | \$13,386 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$144 | \$256 | \$1,232 | \$2,416 | \$1,825 |

*Town total expenditures (in 1000s) for PK-12 are: Total, \$9,748 Tuition Costs, \$2,912.

Total town expenditures per pupil for PK-12 are \$12,095.

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$1,884,500 | 19.3 | 19.3 | 20.7 |

Revenue Sources, % of Expenditures from Source. 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 Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 53.2 | 43.2 | 2.3 | 1.3 |
| Excluding School Construction | 52.5 | 43.8 | 2.3 | 1.3 |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the goal of the Lisbon Board of Education to ensure that each student receives an adequate and appropriate education supported by a fiscally sound budget. In view of the hard economic times, the Lisbon School District can be proud that both the elementary / junior high school students and the high school students had comparable resources for their educational experience. Both schools delivered excellent instruction which resulted in student achievement and growth. It was decided that the high school would primarily be funded through a special revenue account beginning with the 2010 – 2011 school year. Tuition money would be placed in this account and expended for budgeted high school needs.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 80 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 10.9% |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|---|--------------|-------------------------|--------------------|----------------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | 9 | 1.2 | 0.9 | 1.0 |
| Learning Disability | 20 | 2.7 | 3.8 | 3.9 |
| Intellectual Disability | 6 | 0.8 | 0.4 | 0.5 |
| Emotional Disturbance | 5 | 0.7 | 0.7 | 1.0 |
| Speech Impairment | 27 | 3.7 | 2.7 | 2.2 |
| Other Health Impairment* | 11 | 1.5 | 1.9 | 2.1 |
| Other Disabilities** | 2 | 0.3 | 0.7 | 0.9 |
| Total | 80 | 10.9 | 11.2 | 11.6 |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|--|-----------------|--------------|
| % Who Graduated in 2008-09 with a Standard Diploma | 100.0 | 81.0 |
| 2008-09 Annual Dropout Rate for Students Aged 14 to 21 | 0.0 | 4.1 |

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | 13.6 | 31.6 | 70.9 | 67.5 |
| | Writing | 12.9 | 19.6 | 63.2 | 63.3 |
| | Mathematics | 12.5 | 32.9 | 62.1 | 68.1 |
| | Science | 15.4 | 23.7 | 65.6 | 61.1 |
| CAPT | Reading Across the Disciplines | N/A | N/A | N/A | N/A |
| | Writing Across the Disciplines | N/A | N/A | N/A | N/A |
| | Mathematics | N/A | N/A | N/A | N/A |
| | Science | N/A | N/A | N/A | N/A |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

| | | |
|-----------------------------------|--------------------------|-------|
| CMT | % Without Accommodations | 26.2 |
| | % With Accommodations | 73.8 |
| CAPT | % Without Accommodations | 100.0 |
| | % With Accommodations | N/A |
| % Assessed Using Skills Checklist | | 8.9 |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | 0 | 0.0 |
| Private Schools or Other Settings | 2 | 2.5 |

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
|------------------------------------|-------------------|---------------------|------|-------|
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | 64 | 80.0 | 74.9 | 73.4 |
| 40.1 to 79.0 Percent of Time | 9 | 11.3 | 18.0 | 15.3 |
| 0.0 to 40.0 Percent of Time | 7 | 8.8 | 7.0 | 11.3 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

A School Improvement Plan has been formulated for Lisbon Central School (LCS), targeting literacy and math. The plan addresses strategies for the improvement of all students but particularly addresses students with disabilities and students who have socioeconomic needs. Training for staff in areas such as data team process and differentiated instruction is planned for the 2010 – 2011 school year. This School Improvement Plan will be done in continuation with our SRBI model. This model was cited within the State as being a noteworthy model. A concerted effort by all staff continues to be made to focus on areas needing improvement while capitalizing on strengths. In addition to striving to improve academic achievement, the staff is also concentrating on delivering instruction in an orderly, positive environment. A positive school climate can readily be seen on a daily basis. The school is known for its warm, welcoming atmosphere. At Community Connections High School (CCHS), students develop learning plans that form the basis for projects and work based on students' interests. Learning takes place through internships and real-life experiences. Part of the plan for the 2010 – 2011 school year is to increase special education staff to address growing needs. There is also a plan to begin the accreditation process with New England Association of Schools and Colleges. The high school also is known for its positive climate and welcoming atmosphere. The district encourages parent involvement. Parents are always welcome in the schools. They have online access to school websites as well as to school email accounts. They are encouraged to volunteer in the schools and to join the PTO at LCS and to join committees at the high school. The tracking of parent involvement is a goal for the 2010 – 2011 school year.
