

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



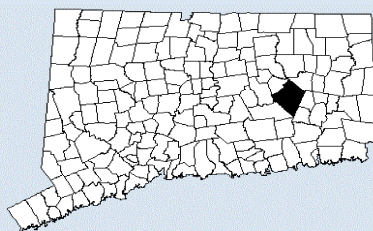
Lebanon School District

Mr. Robert Angeli, Superintendent • 860-642-7795 • <http://www.lebanonct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,011
Per Pupil Expenditures ¹	\$18,602
Total Expenditures ¹	\$19,904,346

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC 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.....	7

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	498	49.3	48.4
Male	513	50.7	51.6
American Indian or Alaska Native	11	1.1	0.3
Asian	19	1.9	5.1
Black or African American	15	1.5	12.8
Hispanic or Latino	65	6.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	3.3
White	892	88.2	53.6
English Learners	8	0.8	7.2
Eligible for Free or Reduced-Price Meals	206	20.4	36.7
Students with Disabilities ¹	158	15.6	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	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	28 5.9	15 2.9
Male	39 7.8	41 7.8
Black or African American	0 *	* *
Hispanic or Latino	9 15.0	6 9.0
White	53 6.2	46 5.0
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	33 12.1	29 9.8
Students with Disabilities	24 15.5	21 12.3
District	67 6.9	56 5.4
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 15

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.

District Profile and Performance Report for School Year 2017-18

Lebanon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	80.6
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	4.6
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	52.5

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.7	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	4	3.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	109	94.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	*	*
White	53	61.6	62	72.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	61.5	11	55.0
Students with Disabilities	12	54.5	13	54.2
District	56	59.6	68	71.6
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	6	30.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	33	70.2
Other Health Impairment	35	79.5
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	85	63.4
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Lebanon School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	2.2	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	7	0.7	0.5
Learning Disability	47	5.0	5.2
Other Health Impairment	44	4.7	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	1.0	1.8
All Disabilities	139	14.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	5.0	8.3
Private Schools or Other Settings	6	4.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,946,192	9,838	9,847
Instructional Supplies and Equipment	680,311	673	287
Improvement of Instruction and Educational Media Services	518,914	513	589
Student Support Services	1,582,231	1,565	1,120
Administration and Support Services	1,852,202	1,832	1,905
Plant Operation and Maintenance	2,046,153	2,024	1,648
Transportation	1,479,021	1,393	904
Costs of Students Tuitioned Out	1,504,837	N/A	N/A
Other	294,485	291	208
Total	19,904,346	18,602	16,535

Additional Expenditures

Land, Buildings, and Debt Service	338,185	335	1,393
-----------------------------------	---------	-----	-------

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	1,508,314	28.1	33.8
Noncertified Personnel	881,654	16.4	14.5
Purchased Services	299,470	5.6	5.5
Tuition to Other Schools	1,316,610	24.6	23.4
Special Ed. Transportation	641,878	12.0	8.7
Other Expenditures	714,208	13.3	14.1
Total Expenditures	5,362,134	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.5	61.9
State	31.1	31.6
Federal	2.0	2.1
Tuition & Other	4.4	4.4

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).

District Profile and Performance Report for School Year 2017-18

Lebanon 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.

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	7	*	7	*
Asian	12	*	12	*
Black or African American	9	*	9	*
Hispanic or Latino	29	66.2	28	64.8
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	418	72.5	417	67.1
English Learners	*	*	*	*
Non-English Learners	477	71.8	475	66.8
Eligible for Free or Reduced-Price Meals	113	66.3	112	60.5
Not Eligible for Free or Reduced-Price Meals	368	73.1	367	68.4
Students with Disabilities	81	50.2	81	43.3
Students without Disabilities	400	75.9	398	71.3
High Needs	166	61.4	165	55.3
Non-High Needs	315	76.9	314	72.5
District	481	71.5	479	66.6

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	82.1	88.2	92.5	87.3	283	88.0
Curl Up	85.7	88.2	97.5	73.2	283	86.6
Push Up	87.5	90.8	93.8	59.2	283	83.0
Mile Run/PACER	73.2	90.8	92.5	53.5	283	78.4
All Tests - District	60.7	77.6	83.8	36.6	283	65.7
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.

District Profile and Performance Report for School Year 2017-18

Lebanon School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	12	*
District	89	94.4
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	56	54.9
Male	95.4	32	36.8
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.1	86	50.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.5	13	28.3
Students with Disabilities	87.0	*	*
District	96.3	88	46.6
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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.

Copyright © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	77.8	94.6
Male	79.5	93.9
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	80.5	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.6	94.3
State	70.9	88.3

⁵College 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.

⁶College 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

District Profile and Performance Report for School Year 2017-18

Lebanon 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. 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.5	75	47.7	50	95.4	67.6
	High Needs Students	61.4	75	41.0	50	81.9	57.5
Math Performance Index	All Students	66.6	75	44.4	50	88.8	62.7
	High Needs Students	55.3	75	36.9	50	73.8	52.0
ELA Academic Growth	All Students	59.1%	100%	59.1	100	59.1	60.7%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.6%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	61.9%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.4%
Chronic Absenteeism	All Students	6.9%	<=5%	46.2	50	92.4	10.7%
	High Needs Students	12.1%	<=5%	35.8	50	71.5	16.6%
Preparation for CCR	% Taking Courses	65.6%	75%	43.7	50	87.5	74.8%
	% Passing Exams	46.6%	75%	31.0	50	62.1	44.8%
On-track to High School Graduation		93.3%	94%	49.6	50	99.2	87.5%
4-year Graduation All Students (2017 Cohort)		94.4%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		92.0%	94%	97.9	100	97.9	81.8%
Postsecondary Entrance (Class of 2017)		78.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.3% 65.7%	75%	43.8	50	87.6	96.6% 50.1%
Arts Access		61.6%	60%	50.0	50	100.0	51.2%
Accountability Index				993.2	1250	79.5	

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	61.4	13.6		15.9	
Math Performance Index Gap	72.5	55.3	17.1		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	92.0%	2.0%		12.7%	N

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	93.9
	High Needs Students	95.2
Math	All Students	93.3
	High Needs Students	94.1
Science	All Students	95.4
	High Needs Students	96.6

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](#)

District Profile and Performance Report for School Year 2017-18

Lebanon School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2015-16 school year the Lebanon Public Schools was engaged in strategic planning that resulted in a 3-year plan to be implemented with the 2016-17 school year. The planning included advisory groups of parents, community leaders, students, district staff, and members of the Board of Education. The plan consists of 7 focus areas, each with 1 goal and several strategies and action steps.

Instructional Rounds continued during the 2017-2018 school year with the focus of improving professional practice in delivering high rigor and appropriately challenging learning experiences for all Lebanon Public School students. 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. Several AP and UConn ECE courses were added at Lyman Memorial High School, a technology-based general music class was added at Lebanon Middle School and instrumental music was added at Lebanon Elementary School. The Writers Workshop was implemented at Lebanon Elementary School.

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. Central office administrators and Board of Education members have participated in various topical discussions with parents at school PTA/PTO meetings.

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. The Board of Education encourages public comment at its meetings and provides for public input during the budget development process. 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. Programs intended to meet the needs of specific parent groups, such as a series of workshops and information sessions for parents of special needs students have been implemented.

.

.

.

.

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. Units of study across all grade levels include opportunities for students to learn about various cultures. Visits from parents and community members have enhanced the curriculum and given a unique perspective for students related to travel, nontraditional careers and families with biracial backgrounds. Field trips and a multitude of fine arts presentations all help to reduce the isolation in Lebanon and promote learning about people of different origins. Economic isolation is 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. Lebanon Middle School participated in an interdistrict grant through Project Oceanology to partner with students from Illing Middle School in Manchester, Students from both schools studied rivers as the academic focus and attended workshops at each of the schools and joint school field trips. The Lebanon Middle School and Lyman Memorial High School World Language Departments exposes students to our national Hispanic culture as well as foreign Hispanic cultures. Students in the 4th Grade participate in a multidistrict leadership seminar. At Lebanon Elementary School, students are provided with assemblies, thematic instructional topics and rich literature that foster cultural understanding and enrich their understanding of the world around them. Lyman Memorial High School participates in the Connecticut Youth Forum which brings students together from many different high schools in the state. Students at Lyman Memorial High School participate in the Model UN, meeting with delegations from other countries and participates with other high schools throughout the year. Lyman Memorial High School, during 2017-2018 school year, accepted students from Italy via exchange programs. Lyman Memorial students have the opportunity to join other local high schools for co-op sports in swimming and diving, wrestling, football and hockey.

District Profile and Performance Report for School Year 2017-18

Lebanon School District

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. To guide this work, the Board adopted a 3-year Strategic Plan for the 2016-2017 through the 2018-2019 school years. The plan includes a section on education finances with this goal; The Lebanon Public Schools will secure appropriate funding to support all curricular and extracurricular activities.