

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



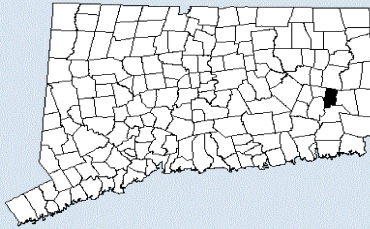
## Lisbon School District

Ms. Sally Keating, Superintendent • 860-376-5565 • [www.lisbonschool.com](http://www.lisbonschool.com)

### District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	402
Per Pupil Expenditures <sup>1</sup>	\$17,489
Total Expenditures <sup>1</sup>	\$7,590,320

<sup>1</sup>Expenditure 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](#)

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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	186	46.3	48.3
Male	216	53.7	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	23	5.7	21.2
Pacific Islander	*	*	0.0
White	337	83.8	58.4
Two or More Races	30	7.5	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	81	20.1	37.3
Students with Disabilities <sup>1</sup>	59	14.7	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino	0	*	0	0.0
White	13	4.2	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	7	9.2	0	0.0
Students with Disabilities	*	*	*	*
District	17	4.5	*	*
State		10.8		7.4

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

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## Lisbon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	29.1
Paraprofessional Instructional Assistants	0.3
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.4
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.7
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	30.6

<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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	46	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

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

<sup>2</sup>Core 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	8.2	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	17	*
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	19	90.5
District	58	75.3
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Lisbon School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	8	1.3	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	18	2.9	4.2
Other Health Impairment	18	2.9	2.5
Other Disabilities	11	1.8	1.0
Speech/Language Impairment	25	4.1	1.9
All Disabilities	85	13.9	12.4

<sup>1</sup>Grades K-12

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

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

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,291,400	9,687	8,769
Instructional Supplies and Equipment	62,679	141	275
Improvement of Instruction and Educational Media Services	26,828	61	487
Student Support Services	730,087	1,648	965
Administration and Support Services	656,139	1,481	1,600
Plant Operation and Maintenance	555,368	1,254	1,472
Transportation	666,181	1,017	786
Costs of Students Tuitioned Out	601,638	N/A	N/A
Other	0	0	178
Total	7,590,320	17,489	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	162,325	366	1,434
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<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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	783,707	33.1	35.6
Noncertified Personnel	100,757	4.3	14.5
Purchased Services	239,998	10.1	5.0
Tuition to Other Schools	938,007	39.6	21.4
Special Ed. Transportation	134,173	5.7	8.5
Other Expenditures	170,073	7.2	14.9
Total Expenditures	2,366,715	100.0	100.0
PK-12 Expenditures Used for Special Education		31.2	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.7	56.0
State	41.4	42.1
Federal	1.8	1.8
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Lisbon School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested 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 assessment results are available at [www.ctreports.com](http://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	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	61.7	71.3	76.4	76.7	.	.	.	.	
Students with Disabilities	42.0	51.6	60.7	67.0	.	.	.	.	
High Needs	55.3	64.3	71.6	75.5	.	.	.	.	
District	80.0	83.1	84.9	85.1	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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%

<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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	80.6	78.0	81.8	121	80.2
Curl Up	88.9	82.9	93.2	121	88.4
Push Up	33.3	68.3	70.5	121	58.7
Mile Run/PACER	83.3	85.4	81.8	121	83.5
All Tests - District	33.3	58.5	56.8	121	50.4
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Lisbon School District

### Narratives

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#### **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. The CMT science testing data indicated that students of a low socio-economic status and students with special needs met the school performance index target, set by the CT State Department of Education. Regarding special education services and programs, there are ongoing efforts for refinement and improvement. In the Spring of 2014, plans were made to begin a parent advisory group in the Fall of 2014 which would meet regularly with the Director of Special Education to provide input regarding special education services. The director also implemented an "Open Door Policy" for parents to access him regarding ideas, concerns, etc.

Truancy prevention is an ongoing focus at LCS, although our truancy rate is virtually non-existent. The Lisbon Board of Education has a Truancy Policy which is adhered to consistently. Teachers implement strategies such as attendance awards, and parents are collaborative parties when a student's attendance appears to be less than optimal. Our guidance 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 School Personnel Development Grant, 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 hold meetings regarding students' progress. Logs are kept indicating efforts. Parent-Teacher conferences are interactive in that teachers provide progress reports and parents provide input/insight to enable their child to succeed. In addition to these resources, outside bulletin boards and our Blackboard Connect-Ed messaging program provides pertinent information to the outside community.

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 and website pages. A Family Literacy Night is held to engage students and parents in fun reading activities. Parents are equipped with strategies to help their children learn at home. Summer learning packets/reading lists/letterboxing instructions are sent home with incentives for completion. The LCS parents are very interested in their children's education and 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 three years, upper grade students have participated in group discussions using famous art works as well as musical compositions to determine the "artist's" message, the relevancy of the message in today's world; and cultural morals. Sixth grade students visit the United Nations in New York to study how organizations seek to influence policy decisions. Grade eight students visit Boston and learn about historic and current culture. Some of our junior high students have participated in an on-site/skype event, involving students from other states such as Florida and Massachusetts to study environmental issues. Forty-five eighth graders and five teachers visited Norwich Free Academy for a day of awareness. The purpose of this visit was to educate students about harmful words that impact gay, lesbian, bisexual, transgender, special needs students and students of different races. Five other school districts also attended. Three elementary students attended two diverse magnet schools. Our eighth graders are given the choice to select from several high schools.

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 diversity into instruction.

Our ELL tutor provides supports and instruction and helps promote positive communication between home and school. The Positive Behavior Intervention and Supports system awards students for being respectful to students and staff.

# District Profile and Performance Report for School Year 2013-14

## Lisbon School District

### **Equitable Allocation of Resources among District Schools**

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. The Lisbon School District has done an exceptional job in ensuring that the elementary/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 and career.

A comprehensive budget process begins in October addressing the needs of our students and staff.

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. Throughout this process, the entire school community provides input which enables us to provide appropriate resources for our students. Lisbon is dedicated to providing equal access and opportunities for an optimal learning environment for all children.