

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



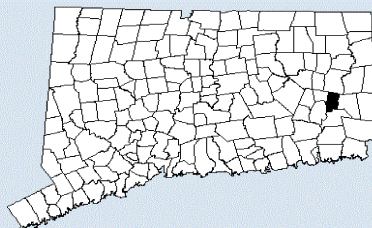
Lisbon School District

Ms. Sally Keating, Superintendent • 860-376-5565 • www.lisbonschool.com

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	408
Per Pupil Expenditures ¹	\$17,886
Total Expenditures ¹	\$10,248,509

¹Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	203	49.8	48.4
Male	205	50.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	42	10.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	32	7.8	3.6
White	324	79.4	52.4
English Learners	6	1.5	7.6
Eligible for Free or Reduced-Price Meals	143	35.0	42.1
Students with Disabilities ³	67	16.4	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	11	5.4	*	*
Male	7	3.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	12	4.0	27	8.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	9	5.8	19	11.9
Students with Disabilities	11	18.6	9	10.8
District	18	4.7	38	8.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

Lisbon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.9
Support Staff	0.4
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	32.0

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	44	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	16	*
Other Health Impairment	9	45.0
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	41	60.3
State		67.6

³This 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 2018-19

Lisbon School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	1.6	1.9
Emotional Disturbance	6	1.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	17	3.0	5.5
Other Health Impairment	20	3.6	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	17	3.0	1.8
All Disabilities	74	13.2	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	23.0	8.2
Private Schools or Other Settings	6	8.1	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$7,082,742	\$12,361	\$10,545
Support services - students	\$620,958	\$1,592	\$1,373
Support services - instruction	\$106,684	\$274	\$644
Support services - general administration	\$162,262	\$416	\$462
Support services - school based administration	\$239,645	\$614	\$1,007
Central and other support services	\$260,746	\$669	\$671
Operation and maintenance of plant	\$709,111	\$1,818	\$1,629
Student transportation services	\$848,974	\$1,408	\$1,231
Food services	\$43,955	\$113	\$13
Enterprise operations	\$56,866	\$146	\$157
Minor school construction	\$116,565	\$299	\$65
Total	\$10,248,509	\$17,886	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$867,021	29.6	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$106,534	3.6	10.4
Employee Benefits	\$191,199	6.5	13.0
Purchased Services Other Than Transportation	\$229,215	7.8	5.5
Special Education Tuition	\$1,205,123	41.2	22.6
Supplies	\$3,068	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$320,349	10.9	8.0
Equipment	\$3,264	0.1	0.2
All Other Expenditures	\$500	0.0	0.1
Total	\$2,926,273	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	63.1
State	33.5
Federal	2.7
Tuition & Other	0.7

⁴Revenue 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 2018-19

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	24	61.0	23	58.8	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	22	62.1	22	59.4	9	*
White	204	71.0	203	63.4	80	68.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	102	63.9	102	56.8	43	59.2
Not Eligible for Free or Reduced-Price Meals	154	73.5	152	66.9	53	72.0
Students with Disabilities	39	44.5	38	41.7	18	*
Students without Disabilities	217	74.2	216	66.6	78	71.6
High Needs	119	61.0	118	55.2	49	57.8
Non-High Needs	137	77.2	136	69.6	47	75.1
District	256	69.7	254	62.9	96	66.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	62.5	61.4	68.6	N/A	127	64.6
Curl Up	96.9	79.5	54.9	N/A	127	74.0
Push Up	50.0	63.6	47.1	N/A	127	53.5
Mile Run/PACER	78.1	56.8	47.1	N/A	127	58.3
All Tests - District	40.6	38.6	33.3	N/A	127	37.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.7	75	46.4	50	92.9	67.7
	High Needs Students	61.0	75	40.7	50	81.4	58.1
Math Performance Index	All Students	62.9	75	41.9	50	83.8	63.1
	High Needs Students	55.2	75	36.8	50	73.5	52.7
Science Performance Index	All Students	66.3	75	44.2	50	88.4	63.8
	High Needs Students	57.8	75	38.5	50	77.1	54.2
ELA Academic Growth	All Students	55.1%	100%	55.1	100	55.1	59.9%
	High Needs Students	45.3%	100%	45.3	100	45.3	55.1%
Math Academic Growth	All Students	61.5%	100%	61.5	100	61.5	62.5%
	High Needs Students	57.5%	100%	57.5	100	57.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.9%	<=5%	44.3	50	88.5	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% 37.0%	75%	24.7	50	49.3	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				637.0	900	70.8	

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	61.0	14.0	15.4	
Math Performance Index Gap	69.6	55.2	14.4	17.6	
Science Performance Index Gap	75.0	57.8	17.2	16.1	
Graduation Rate Gap	

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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	99.2
Science	All Students	99.0
	High Needs Students	98.1

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

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 virtually non-existent. 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. 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 and website pages. A Curriculum Night is held to engage students and parents in exciting activities focused on STEAM, math, literacy, physical education, health and early learning. 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 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. Our eighth graders are given the choice to select from several high schools which have diverse populations. 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 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 incorporated strategies for trauma-based instruction, and restorative practices to enable staff to bring students with diverse experiences to a shared understanding. The themes for upcoming professional development will be multiculturalism and equity.

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 2018-19

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 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 to opportunities for an optimal learning environment for all children.