

STRATEGIC SCHOOL PROFILE 2010-11**Lisbon School District**

SALLY A. KEATING, Superintendent

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Lisbon,
ConnecticutWebsite: www.lisbonschool.com

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: 97.2%

*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, 2010 534
5-Year Enrollment Change -15.0%

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	103	19.3	13.7	34.1
K-12 Students Who Are Not Fluent in English	1	0.2	0.7	5.6
Students Identified as Gifted and/or Talented*	23	4.3	3.5	4.0
PK-12 Students Receiving Special Education Services in District	69	12.9	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	36	87.8	86.3	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*8.7 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	11	2.1
Black	4	0.7
Hispanic	19	3.6
Pacific Islander	1	0.2
White	460	86.1
Two or more races	37	6.9
Total Minority	74	13.9

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 3.

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.

A goal of the Lisbon School District is to increase efforts to reduce racial, ethnic and economic isolation. A great percentage of these efforts are through direct classroom instruction. At the elementary and junior high level, multicultural literature and technology related resources are available for all students. The media center is robust with multicultural books and teachers plan units of study around multicultural themes. In the upper grades, field trips to the United Nations and other parts of New England and the country (Florida) encourage our students to learn about different cultures. Spanish is a world language taught at the junior high level as well as at the high school level. This not only gives students a choice to learn the language, but also the culture. Community Connections High School (CCHS) also has several multicultural resources for staff and students. Additionally, CCHS has been part of an EastConn Diversity Grant. This grant has allowed CCHS to pair with students from other schools for outdoor adventure activities and college/work preparation activities.

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	58.8	58.4	32.5	
Writing	54.3	61.1	20.5	
Mathematics	61.8	63.0	32.9	
Grade 4 Reading	60.4	62.5	29.4	
Writing	69.1	65.5	40.9	
Mathematics	60.4	67.0	20.7	
Grade 5 Reading	65.9	61.4	43.6	
Writing	76.1	66.8	52.1	
Mathematics	66.7	72.5	26.4	
Science	56.5	59.9	27.6	
Grade 6 Reading	85.5	76.0	58.3	
Writing	72.7	65.2	54.8	
Mathematics	78.2	71.3	50.6	
Grade 7 Reading	73.8	77.8	24.2	
Writing	60.9	58.9	41.1	
Mathematics	67.2	68.4	34.6	
Grade 8 Reading	89.1	74.7	75.8	
Writing	63.6	64.8	31.8	
Mathematics	67.2	66.6	35.7	
Science	72.7	63.1	45.9	

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
	41.3	51.0	27.0

SAT® I: Reasoning Test Class of 2010		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, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	9.1	2.8	1.4

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	36.60
Paraprofessional Instructional Assistants	1.50
Special Education	
Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	1.50
Library/Media Specialists and/or Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.50
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.40
School Nurses	2.06
Other Staff Providing Non-Instructional Services and Support	34.90

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	17.0	15.2	13.9
% with Master's Degree or Above	88.9	81.0	79.0

Average Class Size	District	DRG	State
Grade K	13.7	16.7	18.4
Grade 2	16.3	18.1	19.9
Grade 5	16.0	19.7	21.2
Grade 7	22.3	19.6	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	987	993	992
Middle School	N/A	N/A	N/A
High School	1,172	1,027	1,010

*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*	6.3	2.6	3.1
Middle School	N/A	N/A	N/A
High School	1.5	1.8	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$4,545	\$8,016	\$8,245	\$7,996	\$8,237
Instructional Supplies and Equipment	\$159	\$281	\$312	\$280	\$300
Improvement of Instruction and Educational Media Services	\$27	\$47	\$273	\$396	\$463
Student Support Services	\$616	\$1,086	\$852	\$924	\$872
Administration and Support Services	\$677	\$1,195	\$1,718	\$1,460	\$1,459
Plant Operation and Maintenance	\$507	\$895	\$1,231	\$1,405	\$1,410
Transportation	\$575	\$737	\$644	\$727	\$692
Costs for Students Tuitioned Out*	\$466	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$86	\$179	\$159
Total*	\$7,572	\$13,033	\$14,049	\$13,766	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$635	\$1,121	\$1,449	\$1,611	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$9,958 Tuition Costs, \$2,851.

Total town expenditures per pupil for PK-12 are \$12,510.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,011,394	20.2	20.1	21.5

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	50.2	39.0	8.5	2.4
Excluding School Construction	51.9	36.6	9.0	2.5

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. The Lisbon School District has done an adequate job in ensuring that the elementary / junior high and high school students have comparable resources for their educational experience. This year, the high school was primarily funded through a special revenue account. As a result, tuition monies for students attending CCHS were placed in this special account and expended for high school needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	81
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

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	10	1.4	N/A	1.1
Learning Disability	22	3.2	N/A	3.9
Intellectual Disability	6	0.9	N/A	0.4
Emotional Disturbance	3	0.4	N/A	1.0
Speech Impairment	26	3.7	N/A	2.2
Other Health Impairment*	6	0.9	N/A	2.1
Other Disabilities**	8	1.1	N/A	0.9
Total	81	11.6	N/A	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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	22.7	33.0	74.0	68.6
	Writing	18.8	19.3	66.4	63.7
	Mathematics	30.4	33.4	67.3	68.2
	Science	10.0	21.2	66.1	61.5
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	11.1
	% With Accommodations	88.9
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		9.1

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	1	1.2

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	73	90.1	N/A	74.1
40.1 to 79.0 Percent of Time	6	7.4	N/A	14.9
0.0 to 40.0 Percent of Time	2	2.5	N/A	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

A School Improvement Plan was in effect this past year for Lisbon Central School. The plan focused on academic goals in literacy and math as well as parent involvement, student behavior, morale and school climate. Staff received training in the data team process, SRBI, and differentiated instruction. Instruction was focused on success for all students based upon data. Additionally, students engaged in Service Learning, Environmental Symposium and Project Citizenship to hone their skills in real-life projects and decision-making. Preliminary reports have shown that these efforts have resulted in improved student achievement. At Community Connections High School, ongoing work has been done in integrating the Big Picture philosophy with Connecticut State standards. Additionally, the school is undergoing accreditation by the New England Association of Schools and Colleges. As a result, staff is looking at what they do, why they do it and if their efforts result in increased student achievement. An Advisory Council composed of various constituents meets periodically to help steer improvement.
