

# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



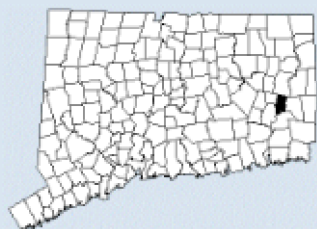
### Lisbon School District

Sally Keating, Superintendent • 860-376-2403 x256 • <http://www.lisbonschool.org>

#### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	422
Per Pupil Expenditures	\$19,301
Total Expenditures	\$11,696,370

Expenditure data reflect the 2023-24 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

#### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

#### Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

#### Students

##### October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	208	49.3	48.4
Male	214	50.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	9	2.1	12.4
Hispanic or Latino of any race	51	12.1	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	32	7.6	4.8
White	320	75.8	45.1
English Learners/Multilingual Learners	10	2.4	11.3
Eligible for Free or Reduced-Price Meals	151	35.8	44.8
Students with Disabilities	91	21.6	18.5

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

**Students with disabilities** are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

#### Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	33	17.4	16	7.3
Male	24	12.5	33	14.5
Non-Binary	0	0.0	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	12	26.1	10	17.9
White	41	14.1	35	10.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	23.8	27	14.8
Students with Disabilities	17	20.0	11	9.4
All Students - District	57	14.9	49	10.9
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 66**  
**Number of school-based arrests: 0**

# District Profile and Performance Report for School Year 2024-25

## Lisbon School District

### Educators

#### Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	22.7
General Education Paraprofessionals	4.4
Special Education Teachers and Instructors	7.0
Special Education Paraprofessionals	9.9
District Central Office Administrators	0.0
School Level Administrators	3.4
Library/Media Specialists (Certified)	0.9
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	2.3
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	38.5

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.

#### Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	7.6
State	13.0

#### Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	2.4	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	41	97.6	87.9

#### New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	10.9	6.8
Teachers	6	15.8	7.6

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

**All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	25	100.0
Other Health Impairment	13	*
Other Disabilities	0	0
Speech/Language Impairment	15	*
All Disabilities - District	63	75.9
All Disabilities - State		68.0

This 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 2024-25

## Lisbon School District

### Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	18	3.3	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	25	4.6	6.5
Other Health Impairment	20	3.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	23	4.2	2.0
All Disabilities	94	17.3	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	17	18.1	8.2
Private Schools or Other Settings	10	10.6	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$8,016,528	\$13,229	\$13,471
Support services - students	\$873,603	\$2,013	\$1,826
Support services - instruction	\$131,124	\$302	\$972
Support services - general administration	\$249,025	\$574	\$568
Support services - school based administration	\$324,976	\$749	\$1,274
Central and other support services	\$309,189	\$712	\$761
Operation and maintenance of plant	\$656,407	\$1,512	\$2,125
Student transportation services	\$1,035,225	\$1,672	\$1,695
Food services	\$15,924	\$37	\$10
Enterprise operations	\$84,368	\$194	\$219
<b>Total</b>	<b>\$11,696,370</b>	<b>\$19,301</b>	<b>\$22,054</b>

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

### Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$967,014	25.9	26.4
Instructional Aide Salaries	\$176,996	4.7	10.1
Other Salaries	\$159,935	4.3	10.5
Employee Benefits	\$263,580	7.1	13.3
Purchased Services Other Than Transportation	\$420,069	11.3	6.8
Special Education Tuition	\$1,406,869	37.7	22.8
Supplies	\$6,614	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$328,915	8.8	8.7
Equipment	\$2,456	0.1	0.2
All Other Expenditures	.	.	0.1
<b>Total</b>	<b>\$3,732,448</b>	<b>100.0</b>	<b>100.0</b>

### Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	31.9
State	25.7

### Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	66.7
State	28.5
Federal	4.2
Tuition & Other	0.7

Revenue 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 2024-25

## 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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	29	62.1	29	59.7	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	7	*
White	188	68.9	187	65.1	77	67.5
English Learners/Multilingual Learners	10	*	10	*	*	*
Non-English Learners/Non-Multilingual Learners	236	68.0	235	64.6	*	*
Eligible for Free or Reduced-Price Meals	93	63.8	92	58.3	31	65.3
Not Eligible for Free or Reduced-Price Meals	153	69.6	153	67.7	67	67.7
Students with Disabilities	42	53.9	42	48.3	17	*
Students without Disabilities	204	70.2	203	67.5	81	71.0
High Needs	123	61.6	122	57.9	44	61.3
Non-High Needs	123	73.2	123	70.5	54	71.5
All Students - District	246	67.4	245	64.2	98	66.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	97.1	100.0	N/A	124	99.2
Curl Up	97.6	97.1	98.0	N/A	124	97.6
Push Up	95.1	88.2	79.6	N/A	124	87.1
Mile Run/PACER	100.0	97.1	98.0	N/A	123	98.4
All Tests - District	95.0	82.4	77.6	N/A	123	84.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.4	75	44.9	50	89.9	64.7
ELA Performance Index	High Needs Students	61.6	75	41.1	50	82.1	54.9
Math Performance Index	All Students	64.2	75	42.8	50	85.6	61.1
Math Performance Index	High Needs Students	57.9	75	38.6	50	77.2	50.6
Science Performance Index	All Students	66.9	75	44.6	50	89.2	62.6
Science Performance Index	High Needs Students	61.3	75	40.8	50	81.7	52.1
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	60.6%
ELA Academic Growth	High Needs Students	61.6%	100%	61.6	100	61.6	55.7%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	62.3%
Math Academic Growth	High Needs Students	57.2%	100%	57.2	100	57.2	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.9%	<=5%	30.2	50	60.3	17.2%
Chronic Absenteeism	High Needs Students	21.1%	<=5%	17.7	50	35.5	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	84.1%	94%	44.7	50	89.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	84.6%	75%	50.0	50	100.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
<b>Accountability Index</b>				<b>637.9</b>	<b>900</b>	<b>70.9</b>	

Physical Fitness Estimated Participation Rate - District: 93.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.2	61.6	11.6	16.9	N
Math Performance Index Gap	70.5	57.9	12.6	18.4	N
Science Performance Index Gap	71.5	61.3	10.3	18.2	N
Graduation Rate Gap	.	.	.	.	.

If 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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	100.0
Math	All Students	99.6
Math	High Needs Students	100.0
Science	All Students	99.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2024-25

## 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 grow on the SBAC assessment in both Reading and Math. LCS continues to refine and improve our special education services and programs. Flexible resource rooms continue to be utilized to broaden our continuum of services. This allows us to provide our students with a wider range of services to meet their needs.

The Lisbon Board of Education has a Truancy Policy which is adhered to consistently. Our ongoing focus on this policy has allowed LCS to maintain a low truancy rate. Parents are collaborative parties when a student's attendance appears to be less than optimal. Our Administrators, school counselor, social worker, and school psychologist play pivotal roles in truancy prevention, engaging families as warranted in developing plans for at-risk students.

The LCS teachers and administrators make strong efforts to partner effectively with families. Through the Positive Behavior and Intervention Supports (PBIS) model, the Cougar Code of Conduct, and the Teacher Evaluation Plan, parents are encouraged and included in their child's education. Our teachers communicate with parents through email, phone calls, and other various home-school communications. Teachers also hold meetings regarding students' progress, as needed. We have implemented the Parent Portal for grades 5 through 8. This portal allows parents to view their child's progress and view missing and completed work. Parent-teacher conferences are held twice a year to provide an opportunity for our families to learn about their child's progress. Our students are encouraged to take the lead on their conferences and identify areas needing improvement. LCS uses an outdoor marquee, bulletin boards, newsletters, and AdminPlus Notify system messaging to provide up-to-date information to the outside community. Our Dear Parents and Friends newsletter and Friday phone calls are sent by the school administration weekly to keep parents well informed of what is happening at LCS.

Teachers strive to maintain a positive school-to-home relationship through the use of the student's agenda books, emails, newsletters that outline assignments, Google Classroom, and the Parent Portal. Our annual open house is held at the beginning of the school year to inform and engage students and their parents in the exciting opportunities offered at LCS in STEAM, math, literacy, physical education, health, and early learning. Community members see firsthand how our students are integrating all areas of the curriculum into their learning at LCS. Parents are equipped with strategies to help their children at home. Summer School programming, summer learning packets, reading lists, and math enrichment opportunities are sent home with incentives for completion. Our LCS parents are important members of our school community and work with the LCS faculty, staff, and administration in the best interest of our 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 beliefs. Sixth grade students traditionally visit the United Nations in New York to study how organizations seek to influence policy decisions. Grade eight students typically visit Boston and learn about historic and current culture. Middle school grades typically enjoy a host of trips relating to local diverse topics. Classroom discussions related to all field trips are done on an ongoing basis. Our eighth graders also are given the choice to select from several high schools which have diverse populations. Our students engage in academics, sports and extracurricular activities with other students from urban, suburban and rural districts.

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 typically do partnership activities with the Senior Center, the Lisbon Fire House, the community library. These opportunities broaden students' perspectives.

Additionally, professional development for staff incorporate strategies for trauma-based instruction, restorative practices, and multiculturalism to enable staff to bring students with diverse experiences to a shared understanding. Partnerships with a university in a semi-rural location and colleges in an urban setting have aided in the recruitment of diverse staff. This is an ongoing specific goal for Lisbon Central School. A Diversity Plan for hiring has recently been put into effect. Hiring Committee members have engaged in professional development via a CSDE video. Additionally, food drives are conducted and there is a Social Needs Student Activity Account in which funds are used for supplying financial resources.

# District Profile and Performance Report for School Year 2024-25

## 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 middle school 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. After numerous work sessions, a budget is submitted to the Board of Finance in March. A Town Meeting is held in the spring followed by a referendum in May. The school community is given ongoing opportunities to provide input. Lisbon is dedicated to providing equal access to opportunities for an optimal learning environment for all children.

# District Profile and Performance Report for School Year 2024-25

## Lisbon School District

### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	2	100.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.