Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

East Lyme School District

Mr. Jeffrey Newton, Superintendent • 860-739-3966 • https://www.eastlymeschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,699
Per Pupil Expenditures[1]	$16,720
Total Expenditures[1]	$47,383,200

[1]*Expenditure data reflect the 2017-18 school year.*
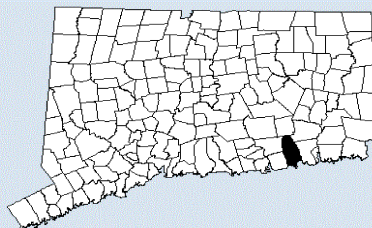
Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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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 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,324	49.1	48.4
Male	1,375	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	243	9.0	5.2
Black or African American	51	1.9	12.8
Hispanic or Latino of any race	203	7.5	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	140	5.2	3.6
White	2,055	76.1	52.4
English Learners	32	1.2	7.6
Eligible for Free or Reduced-Price Meals	584	21.6	42.1
Students with Disabilities[3]	400	14.8	15.4

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

[3]Students 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	72	5.6	23	1.7
Male	49	3.6	64	4.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	12	5.7	9	4.2
White	95	4.8	61	2.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	52	8.9	47	7.2
Students with Disabilities	33	8.4	33	7.0
District	121	4.6	87	3.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 89

Number of school-based arrests: Fewer than 6

[4]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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	199.5
Paraprofessional Instructional Assistants	12.7
Special Education	
Teachers and Instructors	39.3
Paraprofessional Instructional Assistants	103.6
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.1
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.2
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	14.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	145.7

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.1
Black or African American	2	0.7	3.8
Hispanic or Latino of any race	5	1.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	283	97.3	90.5

Classroom Teacher Attendance: 2017-18

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

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	15	*	12	*
White	192	96.0	188	97.4
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	47	88.7	43	91.5
Students with Disabilities	27	84.4	33	91.7
District	232	94.3	249	97.3
State		74.5		85.2

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	21	47.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	98	76.0
Other Health Impairment	65	69.9
Other Disabilities	*	*
Speech/Language Impairment	36	73.5
District	224	68.1
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	45	1.8	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	129	5.1	5.5
Other Health Impairment	95	3.7	3.2
Other Disabilities	14	0.6	1.1
Speech/Language Impairment	59	2.3	1.8
All Disabilities	354	14.0	15.0

[1]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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	3.7	8.2
Private Schools or Other Settings	6	1.7	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$27,955,342	$9,864	$10,545
Support services - students	$2,462,251	$894	$1,373
Support services - instruction	$2,294,330	$833	$644
Support services - general administration	$2,261,220	$821	$462
Support services - school based administration	$2,462,341	$894	$1,007
Central and other support services	$800,111	$291	$671
Operation and maintenance of plant	$5,877,694	$2,135	$1,629
Student transportation services	$2,129,400	$766	$1,231
Food services	.	.	$13
Enterprise operations	$1,140,510	$414	$157
Minor school construction	.	.	$65
Total	$47,383,200	$16,720	$17,153

[3]Expenditures 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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$4,220,992	35.7	29.7
Instructional Aide Salaries	$2,145,060	18.2	9.6
Other Salaries	$969,562	8.2	10.4
Employee Benefits	$1,493,103	12.6	13.0
Purchased Services Other Than Transportation	$933,147	7.9	5.5
Special Education Tuition	$1,160,830	9.8	22.6
Supplies	$69,450	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$802,130	6.8	8.0
Equipment	$13,408	0.1	0.2
All Other Expenditures	$3,116	0.0	0.1
Total	$11,810,797	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.9	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	78.0
State	13.6
Federal	1.8
Tuition & Other	6.6

[4]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).

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	*	*	*	*	*	*
Asian	114	87.9	114	90.2	50	85.9
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	98	71.9	98	65.4	45	70.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	58	78.7	58	71.2	25	73.8
White	1,033	75.8	1,033	71.6	503	73.1
English Learners	47	77.9	47	75.5	15	*
Non-English Learners	1,279	76.5	1,279	72.4	617	73.7
Eligible for Free or Reduced-Price Meals	289	68.1	289	63.5	144	66.4
Not Eligible for Free or Reduced-Price Meals	1,037	78.8	1,037	75.0	488	75.9
Students with Disabilities	177	56.1	177	49.9	77	52.9
Students without Disabilities	1,149	79.7	1,149	76.0	555	76.6
High Needs	417	66.3	417	61.6	197	63.1
Non-High Needs	909	81.2	909	77.5	435	78.6
District	1,326	76.5	1,326	72.5	632	73.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1]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. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.9	89.3	70.2	90.9	749	84.1
Curl Up	86.5	79.9	81.2	98.6	749	87.2
Push Up	69.4	77.5	77.0	93.2	749	80.1
Mile Run/PACER	77.1	76.3	66.5	79.9	749	75.0
All Tests - District	57.6	56.8	55.5	74.9	749	61.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48	91.7
Students with Disabilities	34	79.4
District	287	95.5
State		88.3

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

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	151	57.4
Male	96.2	140	58.6
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	15	50.0
White	96.4	225	57.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.0	34	34.0
Students with Disabilities	82.4	*	*
District	97.2	291	58.0
State	95.9		42.6

[3]College 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

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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

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

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	80.8	94.3
Male	74.7	90.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.4	91.8
English Learners	75.4	*
Eligible for Free or Reduced-Price Meals	57.8	90.3
Students with Disabilities	41.0	76.2
District	77.4	92.5
State	71.0	87.8

[5]College 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.

[6]College 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

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	76.5	75	50.0	50	100.0	67.7
	High Needs Students	66.3	75	44.2	50	88.4	58.1
Math Performance Index	All Students	72.5	75	48.3	50	96.7	63.1
	High Needs Students	61.6	75	41.1	50	82.2	52.7
Science Performance Index	All Students	73.7	75	49.2	50	98.3	63.8
	High Needs Students	63.1	75	42.1	50	84.1	54.2
ELA Academic Growth	All Students	63.3%	100%	63.3	100	63.3	59.9%
	High Needs Students	56.9%	100%	56.9	100	56.9	55.1%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	62.5%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.2%
Progress Toward English Proficiency	Literacy	85.4%	100%	42.7	50	85.4	60.0%
	Oral	66.1%	100%	33.0	50	66.1	52.1%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.8%	<=5%	44.4	50	88.7	16.1%
Preparation for CCR	% Taking Courses	95.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	58.0%	75%	38.6	50	77.3	42.6%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.9%	94%	94.6	100	94.6	83.3%
Postsecondary Entrance (Class of 2018)		77.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.8% | 61.9%	75%	20.6	50	41.3	96.4% | 52.9%
Arts Access		54.7%	60%	45.6	50	91.2	51.9%
Accountability Index				**1179.4**	**1450**	**81.3**	

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?					N
ELA Performance Index Gap	75.0	66.3	8.7	15.4	
Math Performance Index Gap	75.0	61.6	13.4	17.6	
Science Performance Index Gap	75.0	63.1	11.9	16.1	
Graduation Rate Gap	94.0%	88.9%	5.1%	11.1%	N

[1]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.
[2]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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.7
	High Needs Students	95.8
Math	All Students	97.7
	High Needs Students	95.8
Science	All Students	97.4
	High Needs Students	96.3

[3]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: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Annual school district improvement plans remain aligned to both the Long Range Plan and the District Improvement Plan. The focus of these plans are around three goals: Focusing Decisions and System Operations on Student Success, Collaborative Culture, and Student Centered Learning. All improvement plans focus on the following theories of action.

District Improvement Plan Theory of Action:

1. If we build shared meaning, capacity, and commitment to action then all stakeholders will see their part in achieving the mission of the school district.

2. If a growth mindset underlies our culture, then we will foster learning, innovation and action through trusting partnerships.

3. If we focus on instruction that takes into account the distinct learning needs, interests, aspirations, and cultural backgrounds of our individual students, then all students will achieve both inter-personal and intra-personal growth.

Infinite Campus remains the district student management system. This system allows parents to access attendance and grades for every student in the district. Students have access to their own accounts as well at the secondary level in order to develop their own awareness of their personal growth over time. Parents are notified daily and weekly in regards to achievement and attendance records. Every building hosts conference opportunities twice throughout the school year. The district continues to use our school website as a means of communicating to parent's programs and online resources to help guide their student's skill based development at home. Google Classroom is utilized at the secondary level as a means of consistent communication between students and educators during the learning experience.

All elementary schools have active PTAs that assist in building community support for education and student needs. The middle school hosts several parent activities such as concerts, Life Arts events and curriculum experiential learning experiences. The high school offers opportunities to parents around academic, arts and athletics events. Parent and school counselor relationships are a priority for the high school as they create a partnership of support around the student.

Efforts to Reduce Racial, Ethnic and Economic Isolation

.The school district continues to make available the opportunity for students to attend regional magnet schools. For the 2018-2019 school year, 11 East Lyme students attended The Marine Science Magnet High School of Southeastern Connecticut and 10 East Lyme students attended the LEARN Multicultural Magnet School.

.The district strives to enhance students' understanding of the larger world. Awareness, celebration, and appreciation of significant events in world history and an understanding of characteristics of and interactions among different cultures are addressed through a number of venues. Throughout the grades, literature in language arts, social studies, music and art addresses diversity and cultures around the world. Use of software, such as Skype and Google Hangout allows several classrooms to engage with students from outside the town, state and even country. The Anti-Defamation League continues to be a partner and resource for our schools. Student clubs focused on diverse student interest are key components of our educational program at all buildings. All field experiences provided to children are meant to focus on cultural and individual diversity across all buildings.

Equitable Allocation of Resources among District Schools

.The Board of Education policy assures that each school in the district receives an equitable level of materials and financial resources. Zero based budgeting is practiced as a means of ensuring a student need based budgetary process. The budget process assures that each student receives the necessary materials, supplies and texts. The district supports several educational programs across all five schools; in order to ensure a common experience for all students. These programs help to provide an equitable resource across all K-12 classrooms. Instructional supplies and professional learning resources are aligned to the curriculum revision cycle as a means of providing equity across content areas. The phase of curriculum development determines the allocated funds for the fiscal year. Throughout the year, there is a consistent focus on identifying districtwide programs and resources that can consistently support our students across all buildings to allow us to provide a more coherent educational experience. Core/Tier one instruction is seen as equal opportunity and access for all students in using the Universal Design for Learning principles.