

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



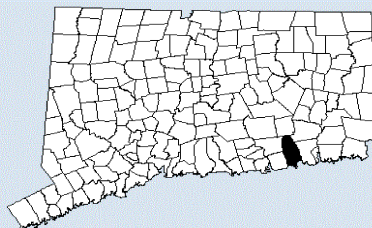
East Lyme School District

Mr. James Lombardo, Superintendent • 860-739-3966 • <http://www.eastlymeschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,839
Per Pupil Expenditures ¹	\$15,236
Total Expenditures ¹	\$44,229,705

¹Expenditure data reflect the 2013-14 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,386	48.8	48.3
Male	1,453	51.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	265	9.3	4.7
Black or African American	57	2.0	12.9
Hispanic or Latino	142	5.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	47	1.7	2.5
White	2,320	81.7	57.2
English Language Learners	43	1.5	6.3
Eligible for Free or Reduced-Price Meals	406	14.3	37.6
Students with Disabilities ¹	390	13.7	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	70	5.2	24	1.7
Male	89	6.2	72	4.9
Black or African American	*	*	*	*
Hispanic or Latino	14	9.9	11	7.6
White	130	5.7	77	3.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	57	13.2	43	9.5
Students with Disabilities	50	13.3	31	7.2
District	159	5.7	96	3.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 39

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	208.2
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	39.0
Paraprofessional Instructional Assistants	112.9
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.5
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.2
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	146.6

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	2	0.7	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	1.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	290	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	*	*
Hispanic or Latino	*	*	6	*
White	186	89.9	220	89.8
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	84.0	33	89.2
Students with Disabilities	25	80.6	34	64.2
District	224	90.0	264	90.1
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	33	68.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	126	93.3
Other Health Impairment	60	78.9
Other Disabilities	*	*
Speech/Language Impairment	30	83.3
District	261	79.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	48	1.8	1.5
Emotional Disturbance	15	0.6	1.0
Intellectual Disability	9	0.3	0.5
Learning Disability	135	5.2	4.4
Other Health Impairment	76	2.9	2.6
Other Disabilities	17	0.7	1.0
Speech/Language Impairment	43	1.7	1.9
All Disabilities	343	13.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,703,720	8,981	9,134
Instructional Supplies and Equipment	502,764	176	334
Improvement of Instruction and Educational Media Services	1,895,312	662	498
Student Support Services	2,452,273	857	1,001
Administration and Support Services	3,967,785	1,386	1,694
Plant Operation and Maintenance	5,964,305	2,084	1,572
Transportation	1,747,124	607	813
Costs of Students Tuitioned Out	1,121,078	N/A	N/A
Other	875,344	306	186
Total	44,229,705	15,236	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,544,694	889	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,527,239	37.6	35.1
Noncertified Personnel	2,503,116	26.7	14.2
Purchased Services	542,657	5.8	5.2
Tuition to Other Schools	1,121,078	11.9	22.0
Special Ed. Transportation	692,055	7.4	8.6
Other Expenditures	1,004,003	10.7	14.9
Total Expenditures	9,390,148	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.9	73.4
State	17.2	18.2
Federal	1.6	1.7
Tuition & Other	6.3	6.7

⁴Revenue 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).

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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	145	86.4	145	85.5	61	69.7
Black or African American	35	73.0	35	65.5	12	*
Hispanic or Latino	82	72.3	82	61.4	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	26	83.8	26	74.3	42	61.5
White	1138	77.9	1136	69.9	525	65.7
English Language Learners	34	69.0	34	67.0	11	*
Non-English Language Learners	1395	78.7	1393	71.1	647	65.9
Eligible for Free or Reduced-Price Meals	206	69.7	206	61.9	104	57.3
Not Eligible for Free or Reduced-Price Meals	1223	79.9	1221	72.5	554	67.1
Students with Disabilities	204	56.4	203	49.5	92	50.8
Students without Disabilities	1225	82.1	1224	74.5	566	68.0
High Needs	381	64.3	380	57.3	178	55.1
Non-High Needs	1048	83.6	1047	75.9	480	69.5
District	1429	78.4	1427	71.0	658	65.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.1	69.4	82.6	95.3	754	84.1
Curl Up	91.7	76.7	82.6	97.4	754	87.1
Push Up	77.1	81.9	80.9	95.3	754	83.8
Mile Run/PACER	83.9	77.2	77.5	89.0	754	82.0
All Tests - District	62.5	56.0	56.7	88.0	754	65.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

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

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	30	90.0	.		.
Students with Disabilities	37	64.9	94.0	No	94.0
District	274	93.4	94.0	No	94.0
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.3	172	63.0
Male	68.8	153	56.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	75.9	268	59.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.3	22	35.5
Students with Disabilities	19.4	*	*
District	77.1	325	60.0
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.5	97.0
Male	82.0	91.5
Black or African American	*	*
Hispanic or Latino	*	*
White	84.4	93.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69.7	91.3
Students with Disabilities	60.0	84.4
District	85.3	94.4
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.4	75	100.0	100	100.0	67.9
	High Needs Students	64.3	75	85.8	100	85.8	56.7
Math Performance Index	All Students	71.0	75	94.7	100	94.7	59.3
	High Needs Students	57.3	75	76.4	100	76.4	47.8
Science Performance Index	All Students	65.6	75	87.5	100	87.5	56.5
	High Needs Students	55.1	75	73.4	100	73.4	45.9
Chronic Absenteeism	All Students	5.7%	<=5%	48.6	50	97.2	10.6%
	High Needs Students	11.7%	<=5%	36.6	50	73.2	17.3%
Preparation for CCR	% Taking Courses	90.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	60.0%	75%	40.0	50	80.0	37.3%
On-track to High School Graduation		97.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.4%	94%	99.4	100	99.4	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		87.7%	94%	93.2	100	93.2	77.6%
Postsecondary Entrance (Class of 2014)		85.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		87.1% 65.9%	75%	22.0	50	43.9	87.6% 51.0%
Arts Access		57.3%	60%	47.7	50	95.4	45.7%
Accountability Index				1105.2	1250	88.4	

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	64.3	10.7	17.3	
Math Performance Index Gap	75.0	57.3	17.7	19.6	
Science Performance Index Gap	69.5	55.1	14.4	17.2	
Graduation Rate Gap	94.0%	87.7%	6.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.0
	High Needs Students	96.3
Math	All Students	97.8
	High Needs Students	95.8
Science	All Students	99.1
	High Needs Students	97.8

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 63.1

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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East Lyme School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Lyme Public Schools offer specialized programs along a continuum of services for children ages three through twenty one. Our preschool program provides special education and related services based on student need and with support from a Speech Pathologist, Occupational Therapist, Physical Therapist and Behavioral Consultant depending on the need of the child. Typical peers also participate in the preschool program serving as behavioral and language models. Therapeutic programming in district provides intensive services for students with Autism or emotional and or behavioral challenges that may impact their ability to be successful in a general education setting. These specialized programs enable students to remain in district while providing the highest level of academic and behavioral support.

Specialized programs continue to be offered at the middle and high school level with an alternative high school option for students who require an experiential learning environment. Transition services are provided for students ages eighteen to twenty one that enable them to enhance their social, academic, vocational and independent living skills. Our transition students enjoy community work experiences that may lead to full time employment. Some students spend their transition years working with an outside service provider to enable a smooth transition to that agency once they age out of services.

Special Education students are considered full participants in the activities of the school system. Students with disabilities are on athletic teams, participate in school plays, attend after school activities and are supported as needed to allow them full access to all events. There are also Best Buddies and Unified Sports programs for students with disabilities.

The high school and Transition Programs have increased their efforts to build connections between students, families and adult agencies through regular meetings. The students in the Transition Program now participate in a "First Friday" program joining students from other area transition programs for a community experience on the first Friday of each month. The district utilizes United Community and Family Services to provide social work to our students. A 0.5 FTE drug and alcohol counselor was added to the high school this year although these services are not specific to special education. The district has worked closely with outside service agencies this school year to address the issues of grief and loss. There is an active Parent Advisory Group created by the Superintendent which is inclusive of parents of children with disabilities. The district has updated its website and provides easier access to information regarding district events and happenings.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The school district has made available the opportunity for students to attend regional magnet schools. East Lyme has increased its student enrollment in inter-district magnet schools by students when comparing 2013-14 data with 2014-15 enrollment figures. The Marine Science Magnet High School of Southeastern Connecticut has seen a slight decrease from thirteen students during the 2013-14 school year to eleven students in 2014-15. The number of students to attend the LEARN Multicultural Magnet School was twenty-two students in 2013-2014 and in 2014-15, nineteen students. Several individual elementary classrooms partner with students in urban areas via writing and other forms of communication. The district strives to enhance students' understanding of the larger world, for example, through student cultural exchanges with the Paris Exchange Program. 24 students participated from France and 14 of East Lyme students went to Paris. Two students from the high school travelled to Peru. Latin students travelled to Greece, and German students toured Germany. Students have visited in an exchange program to Barcelona. Trips to Quebec, Canada occur annually. Students began preparations to learn side by side with 9 Chinese students who will begin studying at East Lyme High School during the 2015-16 school year. Preparation included communication via skyping and various other social media exchanges. 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 addressed diversity and cultures around the world. Black History month is celebrated. Classroom curriculum in third grade includes: The study of different countries and cultures which conclude with a culminating activity where families share their customs, culture and historical facts. All students and staff are committed to a whole child approach. The middle school curriculum in sixth and seventh grade focuses on the study of countries around the world.

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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. The budget process is partially based on projected enrollments at each school. The budget process assures that each student receives the necessary materials, supplies and texts. Programs serving multiple schools provide services to students equitably.