

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 18**

ELIZABETH M. OSGA, Superintendent

Location: 4 Davis Road West

Telephone: (860) 434-7238

Old Lyme,
ConnecticutWebsite: www.region18.org

This regional school district serves Lyme, Old Lyme

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: 9,422

1990-2000 Population Growth: 11.1%

Number of Public Schools: 5

Per Capita Income in 2000: \$41,806

Percent of Adults without a High School Diploma in 2000*: 6.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: N/A

*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): C 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, 2009 1,481
5-Year Enrollment Change -6.4%

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	112	7.6	6.7	32.6
K-12 Students Who Are Not Fluent in English	7	0.5	0.7	5.4
Students Identified as Gifted and/or Talented*	93	6.3	4.6	4.1
PK-12 Students Receiving Special Education Services in District	152	10.3	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	80.5	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	19	10.1	12.7	13.6

*78.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	50	3.4
Black	11	0.7
Hispanic	36	2.4
White	1,381	93.2
Total Minority	100	6.8

Percent of Minority Professional Staff: 2.4%

Open Choice:

2 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.1% 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 13.

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.

The Lyme-Old Lyme School District continues its commitment to reduce racial, ethnic and economic isolation. It has done so by embedding culturally enriching activities into its curriculum and by capitalizing on opportunities for its students to interact with others in order to broaden their understandings and experiences. These include participation in LEARN Regional Educational Service Center activities and many teacher initiated projects. Lyme-Old Lyme Middle School benefitted this year from a Fulbright Exchange Program between its principal and that of a principal from Argentina. Not only did the principals engage in visits of several weeks and serve as guest instructors in classes, teacher to teacher contacts enabled students to engage in meaningful pen pal activities that provided them with opportunities to apply their world language learning.

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
Grade 3 Reading	69.1	57.0	58.9
Writing	72.7	58.3	74.8
Mathematics	82.7	62.4	85.3
Grade 4 Reading	76.9	59.9	76.1
Writing	77.9	63.6	67.5
Mathematics	80.0	67.0	67.9
Grade 5 Reading	79.0	61.8	73.3
Writing	81.7	68.2	71.7
Mathematics	82.9	72.4	62.0
Science	82.5	59.4	82.5
Grade 6 Reading	90.5	74.9	82.8
Writing	79.8	65.9	68.3
Mathematics	90.5	70.7	85.9
Grade 7 Reading	93.8	77.4	85.7
Writing	81.1	61.2	79.9
Mathematics	87.4	68.5	80.5
Grade 8 Reading	94.1	73.3	94.9
Writing	85.8	62.6	88.5
Mathematics	84.7	67.3	76.4
Science	90.9	62.8	96.8

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.

For more detailed CMT 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."

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
Reading Across the Disciplines	63.2	45.9	72.7
Writing Across the Disciplines	70.4	59.6	60.2
Mathematics	75.5	48.7	87.9
Science	73.5	45.3	89.4

For more detailed 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."

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
	56.5	50.7	63.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.7	68.5	
Average Score	Mathematics	559	508	87.6
	Critical Reading	566	503	92.2
	Writing	573	506	92.2

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, Class of 2009	98.3	91.3	82.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.4	3.0	84.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.1	84.5
% Employed (Civilian Employment and in Armed Services)	6.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	112.90
Paraprofessional Instructional Assistants	12.90
Special Education	
Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	35.70
Library/Media Specialists and/or Assistants	6.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	9.80
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	70.98

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	18.0	14.5	13.8
% with Master's Degree or Above	94.7	79.0	77.8

Average Class Size	District	DRG	State
Grade K	18.8	17.2	18.5
Grade 2	16.0	18.5	19.7
Grade 5	18.0	20.7	21.1
Grade 7	13.4	19.9	20.8
High School	16.0	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	994	992
Middle School	1,021	1,034	1,018
High School	1,056	1,007	1,006

*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*	3.2	3.1	3.2
Middle School	2.1	2.2	2.5
High School	2.0	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$12,626	\$8,630	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$515	\$352	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$1,482	\$1,013	\$474	\$406	\$459
Student Support Services	\$2,016	\$1,378	\$863	\$816	\$859
Administration and Support Services	\$2,759	\$1,886	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$4,098	\$2,801	\$1,469	\$1,468	\$1,462
Transportation	\$1,486	\$930	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$1,334	N/A	N/A	N/A	N/A
Other	\$511	\$349	\$163	\$148	\$162
Total	\$26,827	\$17,981	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,722	\$1,861	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,387,004	23.8	20.2	20.7

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	92.9	5.9	1.2	0.0
Excluding School Construction	92.3	6.4	1.3	0.0

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.

Many services and programs are designed and developed centrally, thus assuring consistency. These include curriculum, special education, facilities maintenance and technology. As programs are implemented, District specialists direct the allocation of resources for each building. Continuing equity is governed by the leadership team which meets twice a month. The District launched a year-long study on enrollments and the utilization of space and resources at the elementary level. One of the key drivers in the study was the recognition that class sizes, staff resources and space are creating equity challenges as the overall enrollment changes. An ad hoc committee has presented its findings to the Board of Education, which is expected to act on them in the fall of 2010.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	148
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	0.7	1.0	1.0
Learning Disability	61	4.2	3.9	3.9
Intellectual Disability	6	0.4	0.4	0.5
Emotional Disturbance	10	0.7	0.7	1.0
Speech Impairment	32	2.2	2.1	2.2
Other Health Impairment*	18	1.2	1.9	2.1
Other Disabilities**	11	0.8	0.7	0.9
Total	148	10.1	10.5	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 2008-09 with a Standard Diploma	85.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	38.2	31.6	83.7	67.5
	Writing	37.2	19.6	79.9	63.3
	Mathematics	47.1	32.9	84.6	68.1
	Science	51.7	23.7	86.6	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	63.2	45.9
	Writing Across the Disciplines	N/A	N/A	70.4	59.6
	Mathematics	N/A	N/A	75.5	48.7
	Science	N/A	N/A	73.5	45.3

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	9.1
	% With Accommodations	90.9
CAPT	% Without Accommodations	42.9
	% With Accommodations	57.1
% Assessed Using Skills Checklist		3.3

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	1	0.7
Private Schools or Other Settings	11	7.4

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	123	83.1	76.7	73.4
40.1 to 79.0 Percent of Time	16	10.8	16.4	15.3
0.0 to 40.0 Percent of Time	9	6.1	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Lyme-Old Lyme Public School District continues a multi-year effort to systematically implement SRBI (Scientific Research Based Instruction) through a well designed RtI (Response to Instruction) Model. The elementary model design organizes certified and support staff into literacy teams that are scheduled into each classroom for an intense reading/language arts block that groups students by identified needs. Students receive various tiers of instruction based on their mastery of curriculum skills. The content and organization of the reading and language arts curriculum has been largely driven by a multi-year relationship with Haskins Laboratory. The elementary level experimented, with some success, with the flexible grouping of students from varying classes. Lyme Old-Lyme Middle School and Lyme-Old Lyme High School have implemented the RtI model through special skills or study blocks. In these periods, students are able to receive additional tiers of instruction as needed. Certified and support staff assist in delivering the additional instruction. Lyme Old-Lyme Middle School took a bold step in reorganizing its teams and its allocation of instructional time this year. Old scheduling paradigms were shifted with the net result of nearly doubling the daily allotment of language arts time. Based on the experiences of this year and on targeted improvement goals, some redesign and program improvements will be implemented in 2010-11. Modifications of the Middle School schedule and the High School RtI blocks are planned. A new software program has been implemented across the district to improve the creation and management of Individualized Education Programs for students with disabilities. This has resulted in more consistent, accurate and appropriate IEP production, including the implementation of goals and objectives that are aligned with the Connecticut Curriculum Frameworks. Finally, three interns have been hired to assist with math interventions at the elementary level.
