

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



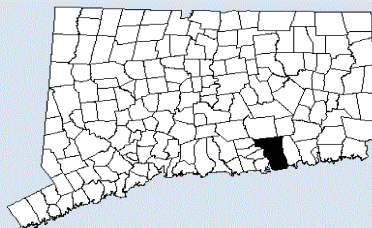
## Regional School District 18

Mr. Ian Neviaser, Superintendent • 860-434-7238 • <http://www.region18.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,308
Per Pupil Expenditures <sup>1</sup>	\$20,619
Total Expenditures <sup>1</sup>	\$28,165,666

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	657	50.2	48.4
Male	651	49.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	47	3.6	5.1
Black or African American	*	*	12.9
Hispanic or Latino	67	5.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	29	2.2	2.9
White	1,157	88.5	54.8
English Learners	12	0.9	6.8
Eligible for Free or Reduced-Price Meals	116	8.9	35.9
Students with Disabilities <sup>1</sup>	169	12.9	14.3

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	40	6.3	9	1.4
Male	31	5.0	41	6.3
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	68	6.1	47	4.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	16	17.0	7	6.0
Students with Disabilities	21	13.5	12	6.3
District	71	5.6	50	3.8
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

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

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	98.9
Paraprofessional Instructional Assistants	14.3
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	47.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	8.2
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	62.8

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.0
Black or African American	1	0.6	3.6
Hispanic or Latino	1	0.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	154	98.1	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	*	*
White	102	93.6	102	91.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	8	*	14	*
District	106	93.0	113	91.9
State		63.6		77.5

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	15	71.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	52	94.5
Other Health Impairment	25	86.2
Other Disabilities	*	*
Speech/Language Impairment	22	95.7
District	123	79.4
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	1.6	1.7
Emotional Disturbance	15	1.2	1.0
Intellectual Disability	7	0.5	0.5
Learning Disability	55	4.3	4.9
Other Health Impairment	29	2.3	2.9
Other Disabilities	6	0.5	1.1
Speech/Language Impairment	26	2.0	1.8
All Disabilities	159	12.4	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,868,259	10,419	9,663
Instructional Supplies and Equipment	439,795	330	321
Improvement of Instruction and Educational Media Services	1,454,958	1,093	578
Student Support Services	1,918,048	1,441	1,103
Administration and Support Services	3,345,008	2,513	1,861
Plant Operation and Maintenance	3,980,796	2,991	1,637
Transportation	1,545,557	1,012	877
Costs of Students Tuitioned Out	1,019,824	N/A	N/A
Other	593,421	446	201
Total	28,165,666	20,619	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	4,304,309	3,234	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,743,504	41.6	34.6
Noncertified Personnel	1,410,577	21.4	14.6
Purchased Services	223,941	3.4	5.8
Tuition to Other Schools	910,934	13.8	21.8
Special Ed. Transportation	430,610	6.5	8.5
Other Expenditures	871,894	13.2	14.7
Total Expenditures	6,591,460	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.5	94.9
State	3.2	3.6
Federal	1.0	1.2
Tuition & Other	0.3	0.3

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### 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	0	N/A	0	N/A	*	*
Asian	24	83.0	24	82.6	6	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	32	71.4	32	69.6	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	587	79.1	585	77.4	269	64.9
English Learners	15	*	15	*	*	*
Non-English Learners	646	79.0	644	77.2	299	64.5
Eligible for Free or Reduced-Price Meals	43	67.1	42	70.1	17	*
Not Eligible for Free or Reduced-Price Meals	618	79.7	617	77.6	284	65.2
Students with Disabilities	90	61.1	89	59.4	42	53.3
Students without Disabilities	571	81.6	570	79.9	259	66.1
High Needs	128	65.1	127	64.3	50	53.5
Non-High Needs	533	82.2	532	80.2	251	66.5
District	661	78.9	659	77.1	301	64.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.1	53.9	57.1	98.1	425	72.9
Curl Up	93.4	94.8	96.8	66.7	425	88.0
Push Up	84.2	65.2	82.5	84.3	425	78.6
Mile Run/PACER	94.7	79.1	84.1	89.8	425	86.1
All Tests - District	77.6	40.9	48.4	54.6	425	53.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	0	0
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	103	95.1
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	90	70.9
Male	99.1	80	72.7
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	98.6	159	72.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	80.8	*	*
District	97.9	170	71.7
State	96.1		43.5

<sup>3</sup>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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>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 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	92.5	92.6
Male	81.4	97.6
Black or African American	81.4	*
Hispanic or Latino	*	*
White	84.9	95.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85.9	95.6
State	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### 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	78.9	75	50.0	50	100.0	67.1
	High Needs Students	65.1	75	43.4	50	86.8	55.9
Math Performance Index	All Students	77.1	75	50.0	50	100.0	62.2
	High Needs Students	64.3	75	42.8	50	85.7	50.5
Science Performance	All Students	64.3	75	42.9	50	85.7	55.3
	High Needs Students	53.5	75	35.7	50	71.3	45.2
ELA Academic Growth	All Students	60.5%	100%	60.5	100	60.5	55.4%
	High Needs Students	54.2%	100%	54.2	100	54.2	49.8%
Math Academic Growth	All Students	75.4%	100%	75.4	100	75.4	61.7%
	High Needs Students	69.9%	100%	69.9	100	69.9	53.7%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.5	9.9%
	High Needs Students	12.9%	<=5%	34.2	50	68.4	15.8%
Preparation for CCR	% Taking Courses	92.4%	75%	50.0	50	100.0	70.7%
	% Passing Exams	71.7%	75%	47.8	50	95.6	43.5%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		85.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   53.2%	75%	35.5	50	70.9	92.0%   51.6%
Arts Access		63.6%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1041.1</b>	<b>1250</b>	<b>83.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.1	9.9	16.7	
Math Performance Index Gap	75.0	64.3	10.7	18.7	
Science Performance Index Gap	66.5	53.5	13.0	16.6	
Graduation Rate Gap	.	.	.	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	95.7
Math	All Students	97.8
	High Needs Students	94.9
Science	All Students	99.3
	High Needs Students	98.1

<sup>3</sup>Minimum participation standard is 95%.

### 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: \***      **State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

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 Intervention) Model.

The elementary model is designed and organized by two SRBI specialists who support interventions at all levels through a team of support professionals. Regular monitoring of each student's progress is reviewed by school based data teams to help drive future instruction. Students receive various tiers of instruction based on their mastery of curriculum skills.

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.

Programmatic alignment to the Common Core State Standards continues in both Mathematics and English Language Arts. A revised renewal process has put greater emphasis on the use of multiple sources of data including observational data.

Technology applications continue to support instructional improvement initiatives. Teachers are using technology to manage student data and to provide reinforcement and assessments. The District's technology program and external grants and donations have continued to expand and upgrade the use of Smart Boards and mobile computing devices.

In the area of special education, collaborative teams of educators and specialists continue to work together to maximize inclusion opportunities and access to the curriculum for all students. Our staff members are supported in their pursuit of growth and learning and then “tapped” for their expertise in specific areas, including reading assessment and instruction, assistive technology, applied behavior analysis, social thinking, and more.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

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 curricular units of instruction across all grade levels allowing for opportunities to experience a variety of different peoples, lifestyles, belief systems, and cultures. The district also capitalizes on opportunities for its students to interact with others in broadening their understandings and experiences. This includes participation in LEARN Regional Educational Service Center activities and many teacher initiated projects. As well, assemblies and programs are offered periodically throughout the year to educate students through interactions with others.

The District has retained a strong commitment to promoting cultural experiences through its world language program. The District begins its program in grade three and offers four different languages at the high school level.

The high school regularly schedules trips abroad. These are offered through numerous departments furthering the opportunities to experience a variety of different cultures and lifestyles.

# District Profile and Performance Report for School Year 2016-17

## Regional School District 18

### **Equitable Allocation of Resources among District Schools**

The Board of Education concluded a study in May 2011 and took bold action to create a more equitable distribution of resources and opportunities by adopting an elementary redistricting plan that was phased in over a five-year period. The plan reorganized elementary students into two K-5 schools and created a single early childhood center. The new organization made comparable grade organizations, more similarly sized schools, and helped correct locational disadvantages for some preschool students. The plan also created more equal access to foundation services including administration, health, library, and other school based services.