Connecticut State Department of Education

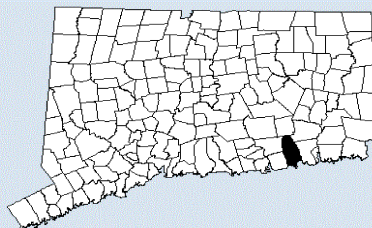# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

## East Lyme School District

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

## District Information

| | |
|---|---|
| Grade Range | PK-12 |
| Number of Schools | 9 |
| Enrollment | 2,868 |
| Per Pupil Expenditures[1] | $14,493 |
| Total Expenditures[1] | $42,987,682 |

[1]*Expenditure data reflect the 2012-13 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 2014)](#)
*(2014® The College Board)*

## Contents

## Notes

Unless otherwise noted, all data are for 2013-14 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.](#)

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, 2013 Enrollment

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,425 | 49.7 | 48.3 |
| Male | 1,443 | 50.3 | 51.6 |
| American Indian | * | * | 0.2 |
| Asian | 271 | 9.4 | 4.6 |
| Black or African American | 60 | 2.1 | 12.9 |
| Hispanic or Latino | 129 | 4.5 | 21.2 |
| Pacific Islander | * | * | 0.0 |
| White | 2,350 | 81.9 | 58.4 |
| Two or More Races | 48 | 1.7 | 2.3 |
| English Language Learners | 38 | 1.3 | 5.7 |
| Eligible for Free or Reduced-Price Meals | 340 | 11.9 | 37.3 |
| Students with Disabilities[1] | 377 | 13.1 | 12.8 |

[1]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[2] | | Suspension/ Expulsion[3] | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 60 | 4.3 | 21 | 1.4 |
| Male | 86 | 6.0 | 59 | 4.0 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 12 | 9.7 | * | * |
| White | 120 | 5.2 | 72 | 3.0 |
| English Language Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 43 | 11.2 | 20 | 5.0 |
| Students with Disabilities | 40 | 10.7 | 23 | 5.4 |
| District | 146 | 5.2 | 80 | 2.7 |
| State | | 10.8 | | 7.4 |

**Number of students in 2012-13 qualified as truant under state statute: 40**

[2]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.

[3]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 | 200.8 |
| Paraprofessional Instructional Assistants | 8.0 |
| **Special Education** | |
| Teachers and Instructors | 35.9 |
| Paraprofessional Instructional Assistants | 103.9 |
| **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 | 3.0 |
| Counselors, Social Workers and School Psychologists | 15.5 |
| School Nurses | 5.0 |
| Other Staff Providing Non-Instructional Services/Support | 141.7 |

[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 (%) |
| Asian | 2 | 0.7 | 1.0 |
| Black or African American | 0 | 0 | 3.5 |
| Hispanic | 2 | 0.7 | 3.6 |
| Native American | 0 | 0 | 0.1 |
| White | 281 | 98.6 | 91.7 |

### Classes Taught by Highly Qualified Teachers[2]

| | Percent of Total (%) |
|---|---|
| District | 99.9 |
| District Poverty Quartile:  Middle | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

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

### Classroom Teacher Attendance: 2012-13

| | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.4 | 9.3 |

# Instruction and Resources

### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

| | 11th | | 12th | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | * | * |
| White | 25 | 10.9 | 57 | 24.2 |
| English Language Learners | 0 | 0 | 0 | 0 |
| Eligible for Free or Reduced-Price Meals | * | * | * | * |
| Students with Disabilities | * | * | * | * |
| District | 45 | 16.2 | 79 | 28.1 |
| State | | 14.2 | | 26.8 |

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

| | Count | Rate (%) |
|---|---|---|
| Autism | 25 | 53.2 |
| Emotional Disturbance | 6 | * |
| Intellectual Disability | * | * |
| Learning Disability | 118 | 89.4 |
| Other Health Impairment | 67 | 85.9 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 27 | 90.0 |
| District | 248 | 77.0 |
| State | | 69.2 |

[4]Ages 6-21

## Students with Disabilities by Primary Disability[1]

| | District Count | District Rate (%) | State Rate (%) |
|---|---|---|---|
| Autism | 49 | 1.9 | 1.4 |
| Emotional Disturbance | 17 | 0.6 | 1.0 |
| Intellectual Disability | 8 | 0.3 | 0.4 |
| Learning Disability | 132 | 5.0 | 4.2 |
| Other Health Impairment | 78 | 2.9 | 2.5 |
| Other Disabilities | 16 | 0.6 | 1.0 |
| Speech/Language Impairment | 35 | 1.3 | 1.9 |
| All Disabilities | 335 | 12.7 | 12.4 |

[1]Grades K-12

## Students with Disabilities Placed Outside of the District[2]

| | District Count | District Rate (%) | State Rate (%) |
|---|---|---|---|
| Public Schools in Other Districts | * | * | 2.8 |
| Private Schools or Other Settings | * | * | 8.1 |

[2]Grades K-12

## Overall Expenditures:[3] 2012-13

| | Total ($) | Per Pupil District ($) | Per Pupil State ($) |
|---|---|---|---|
| Instructional Staff and Services | 24,902,776 | 8,488 | 8,769 |
| Instructional Supplies and Equipment | 480,898 | 164 | 275 |
| Improvement of Instruction and Educational Media Services | 1,835,762 | 626 | 487 |
| Student Support Services | 2,430,727 | 828 | 965 |
| Administration and Support Services | 4,047,976 | 1,380 | 1,600 |
| Plant Operation and Maintenance | 5,143,782 | 1,753 | 1,472 |
| Transportation | 2,002,472 | 635 | 786 |
| Costs of Students Tuitioned Out | 1,327,753 | N/A | N/A |
| Other | 815,536 | 278 | 178 |
| Total | 42,987,682 | 14,493 | 14,642 |
| **Additional Expenditures** | | | |
| Land, Buildings, and Debt Service | 2,621,077 | 893 | 1,434 |

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

## Special Education Expenditures: 2012-13

| | District Total ($) | District Percent of Total (%) | State Percent of Total (%) |
|---|---|---|---|
| Certified Personnel | 3,579,914 | 37.9 | 35.6 |
| Noncertified Personnel | 2,313,770 | 24.5 | 14.5 |
| Purchased Services | 334,806 | 3.5 | 5.0 |
| Tuition to Other Schools | 1,327,753 | 14.1 | 21.4 |
| Special Ed. Transportation | 766,966 | 8.1 | 8.5 |
| Other Expenditures | 1,123,018 | 11.9 | 14.9 |
| Total Expenditures | 9,446,227 | 100.0 | 100.0 |
| | | | |
| PK-12 Expenditures Used for Special Education | | 22.0 | 21.9 |

## Expenditures by Revenue Source:[4] 2012-13

| | Percent of Total (%) Including School Construction | Percent of Total (%) Excluding School Construction |
|---|---|---|
| Local | 80.5 | 79.4 |
| State | 18.0 | 19.1 |
| Federal | 1.3 | 1.3 |
| Tuition & Other | 0.2 | 0.2 |

[4]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).

# Performance

## District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved |
| Black or African American | 78.2 | 79.8 | . | 84.8 | . | . | . | |
| Hispanic or Latino | 80.9 | 88.0 | 85.6 | 90.0 | . | . | . | |
| English Language Learners | . | . | 76.2 | 83.0 | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 81.4 | 85.0 | 80.2 | 83.6 | . | . | . | |
| Students with Disabilities | 67.1 | 67.7 | 65.9 | 63.2 | . | . | . | |
| High Needs | 75.2 | 77.0 | 75.9 | 75.6 | . | . | . | |
| District | 90.0 | 90.9 | 91.0 | 90.6 | . | . | . | |

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

| CAPT | DPI | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved |
| Black or African American | . | . | . | . | . | . | . | |
| Hispanic or Latino | . | . | . | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 71.1 | . | . | 71.4 | . | . | . | |
| Students with Disabilities | 54.5 | 61.6 | 61.3 | 58.1 | . | . | . | |
| High Needs | 60.9 | 67.2 | 66.4 | 68.2 | . | . | . | |
| District | 84.8 | 89.4 | 87.5 | 90.0 | . | . | . | |

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

## 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

| READING | Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

## Physical Fitness Tests: Students Reaching Health Standard[2]

| | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 89.0 | 86.6 | 81.8 | 96.8 | 809 | 88.8 |
| Curl Up | 91.1 | 74.3 | 85.2 | 95.0 | 809 | 86.8 |
| Push Up | 80.6 | 70.6 | 86.1 | 95.9 | 809 | 83.9 |
| Mile Run/PACER | 85.9 | 78.1 | 79.9 | 86.9 | 809 | 82.8 |
| All Tests - District | 67.0 | 54.5 | 63.6 | 81.1 | 809 | 67.1 |
| All Tests - State | 50.2 | 50.7 | 50.3 | 53.9 | | 51.1 |

[2]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.

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

## Cohort Graduation: Four-Year[1]

| | 2012-13 | | | | 2013-14 |
| --- | --- | --- | --- | --- | --- |
| | Cohort Count[2] | Rate (%) | Target[3] (%) | Target Achieved | Target[3] (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | 24 | 91.7 | . | | . |
| Students with Disabilities | 49 | 71.4 | 94.0 | No | 94.0 |
| District | 311 | 94.2 | 94.0 | Yes | 94.0 |
| State[4] | | 85.5 | | | |

[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. Statewide, district and school results for cohorts of 2010 through 2013 are  available online.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

[4]Targets are not displayed at the state level.

## 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

| | Participation[6] | Meeting Benchmark | |
| --- | --- | --- | --- |
| | Rate (%) | Count | Rate (%) |
| Female | 89.5 | 154 | 57.9 |
| Male | 74.4 | 160 | 54.6 |
| Black or African American | * | * | * |
| Hispanic or Latino | * | * | * |
| White | 80.3 | 254 | 54.5 |
| English Language Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 64.0 | 16 | 32.0 |
| Students with Disabilities | 23.3 | * | * |
| District | 81.6 | 314 | 56.2 |
| State | 72.9 | | 37.6 |

## College Entrance and Persistence

| | Class of 2013 | Class of 2012 |
| --- | --- | --- |
| | Entrance[7] | Persistence[8] |
| | Rate (%) | Rate (%) |
| Female | 86.5 | 93.0 |
| Male | 83.0 | 81.9 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 84.1 | 88.8 |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 76.0 | 67.9 |
| Students with Disabilities | 66.7 | 63.6 |
| District | 84.8 | 88.0 |
| State | 72.7 | 88.5 |

[5]College 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

[6]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.

[7]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.

[8]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

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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# Narratives

## School District Improvement Plans and Parental Outreach Activities

Improving special education programs and services for students with disabilities:

Specialized programs exist in district to meet the specific needs of students requiring intensive instruction in areas of disability. Therapeutic programming is provided for students with mental health needs, ABA programs are provided for students with Autism Spectrum Disorders and a medically fragile program provides comprehensive services to those students requiring this level of care. By providing these specialized programs in district, East Lyme is able to offer a continuum of services for students with disabilities.

A high school alternative school program provides a Big Sky approach to learning for students who have proven to be unsuccessful in a comprehensive high school setting. Students and parents have presented at Board of Education meetings on the positive impact this program has had on their lives.

A partnership with the area RESC has enabled the transition program for students ages 18 – 21 to expand. Students receive academic, vocational and career support in their community. The transition program has hosted open house events for parents and families to become familiar with the program and also provides opportunities for high school students to work with the transition staff during their junior and senior year to help prepare them for the next phase of their education.

The district has hosted a parent night with the local probate judge to discuss the process for conservatorship and/or guardianship for families of students with disabilities. Additionally, the district has a very involved SEPTO group that hosts well attended meetings and offers informative sessions for families. The district enjoys a very high parent participation rate at Planning and Placement Team meetings and encourages students to play an active role in their meetings.

Students and their families are supported by school counselors, psychologists and social workers to assist with issues around attendance and other matters that may be impacting children.

## 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 9 students when comparing 2011-12 data with 2013-14 enrollment figures. The Marine Science Magnet High School of Southeastern Connecticut has seen the greatest increase from three students in 2011-2012 to thirteen during the 2013-14 school year. However, the highest number of students attend the LEARN Multicultural Magnet School, twenty-two students in 2013-2014. In addition, several individual elementary classrooms partner with students in urban areas via writing and other forms of communication. Throughout the school year, the district strives to enhance students' understanding of the larger world, for example, through student cultural exchanges in Spain as well as a trip to Quebec, Canada. Students are also began preparations to learn side by side with 10 Chinese students who will begin studying at the high school in East Lyme during the 2015-16 school year. Such preparation included communication via skyping and various other social media exchanges beginning in 2013-2014. 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. For example, throughout the grades, literature in language arts, social studies, music and art addressed diversity and cultures around the world. Black History month is celebrated in our classrooms. Classroom curriculum in third grade continues to include: 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, such as: Canada, China, countries in Africa, Russia, Middle Eastern countries and cultures, Latin American countries and a unit on the United Nations.

## 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.