

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



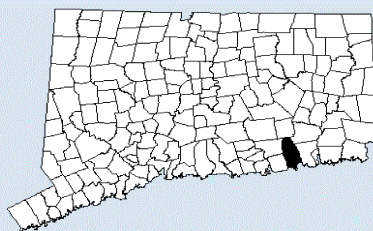
East Lyme School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,757
Per Pupil Expenditures ¹	\$16,684
Total Expenditures ¹	\$47,082,096

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,329	48.2	48.4
Male	1,428	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	239	8.7	5.1
Black or African American	55	2.0	12.8
Hispanic or Latino	191	6.9	24.8
Pacific Islander	*	*	0.1
Two or More Races	120	4.4	3.3
White	2,147	77.9	53.6
English Learners	38	1.4	7.2
Eligible for Free or Reduced-Price Meals	394	14.3	36.7
Students with Disabilities ¹	388	14.1	14.8

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	5.4	23	1.7
Male	75	5.4	63	4.4
Black or African American	*	*	*	*
Hispanic or Latino	16	8.0	8	4.0
White	103	5.0	65	3.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	55	10.1	37	6.2
Students with Disabilities	41	11.1	24	5.6
District	145	5.4	86	3.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 42

Number of school-based arrests: Fewer than 6

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	202.4
Paraprofessional Instructional Assistants	8.7
Special Education	
Teachers and Instructors	40.3
Paraprofessional Instructional Assistants	98.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.1
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.2
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.8
Other Staff Providing Non-Instructional Services/Support	139.4

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	1	0.3	1.1
Black or African American	2	0.7	3.7
Hispanic or Latino	5	1.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	284	97.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	12	*	14	*
White	177	92.2	226	97.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	35	79.5	40	85.1
Students with Disabilities	24	75.0	34	87.2
District	233	91.7	275	96.2
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	22	50.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	106	82.8
Other Health Impairment	65	75.6
Other Disabilities	*	*
Speech/Language Impairment	33	75.0
District	233	72.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.8	1.8
Emotional Disturbance	12	0.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	128	5.0	5.2
Other Health Impairment	87	3.4	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	45	1.8	1.8
All Disabilities	335	13.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,173,839	10,153	9,847
Instructional Supplies and Equipment	312,006	112	287
Improvement of Instruction and Educational Media Services	2,111,149	761	589
Student Support Services	2,821,146	1,017	1,120
Administration and Support Services	4,562,243	1,644	1,905
Plant Operation and Maintenance	5,626,237	2,027	1,648
Transportation	1,853,938	674	904
Costs of Students Tuitioned Out	693,485	N/A	N/A
Other	928,053	334	208
Total	47,082,096	16,684	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,427,489	875	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,798,272	39.3	33.8
Noncertified Personnel	2,583,820	26.7	14.5
Purchased Services	597,347	6.2	5.5
Tuition to Other Schools	693,485	7.2	23.4
Special Ed. Transportation	697,572	7.2	8.7
Other Expenditures	1,306,574	13.5	14.1
Total Expenditures	9,677,070	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.7	75.5
State	15.6	16.4
Federal	1.4	1.5
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	133	85.8	133	88.7
Black or African American	27	74.3	27	63.6
Hispanic or Latino	96	72.7	96	66.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	65	73.1	65	64.0
White	1040	76.3	1040	71.3
English Learners	48	74.3	48	74.1
Non-English Learners	1316	76.9	1316	72.1
Eligible for Free or Reduced-Price Meals	213	67.2	213	62.1
Not Eligible for Free or Reduced-Price Meals	1151	78.5	1151	74.0
Students with Disabilities	187	57.7	187	52.8
Students without Disabilities	1177	79.8	1177	75.3
High Needs	377	65.5	377	61.1
Non-High Needs	987	81.1	987	76.4
District	1364	76.8	1364	72.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	83.7	82.6	85.4	89.3	856	85.6
Curl Up	84.7	80.0	85.4	95.2	856	87.1
Push Up	79.1	75.8	70.7	93.0	856	80.8
Mile Run/PACER	74.0	72.6	65.7	82.4	856	74.4
All Tests - District	57.7	52.1	52.5	74.3	856	60.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54	90.7
Students with Disabilities	35	88.6
District	260	96.5
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	163	62.7
Male	97.9	176	62.9
Black or African American	*	*	*
Hispanic or Latino	96.7	14	46.7
White	97.9	266	62.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.6	30	33.0
Students with Disabilities	88.7	*	*
District	98.1	339	62.8
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.5	96.8
Male	82.3	92.1
Black or African American	*	*
Hispanic or Latino	*	*
White	83.6	93.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.2	92.3
Students with Disabilities	64.5	*
District	82.9	95.0
State	70.9	88.3

⁵College 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.

⁶College 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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.8	75	50.0	50	100.0	67.6
	High Needs Students	65.5	75	43.7	50	87.4	57.5
Math Performance Index	All Students	72.2	75	48.1	50	96.2	62.7
	High Needs Students	61.1	75	40.8	50	81.5	52.0
ELA Academic Growth	All Students	65.9%	100%	65.9	100	65.9	60.7%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.6%
Math Academic Growth	All Students	60.5%	100%	60.5	100	60.5	61.9%
	High Needs Students	51.7%	100%	51.7	100	51.7	55.4%
Chronic Absenteeism	All Students	5.4%	<=5%	49.2	50	98.5	10.7%
	High Needs Students	10.0%	<=5%	40.1	50	80.2	16.6%
Preparation for CCR	% Taking Courses	94.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	62.8%	75%	41.9	50	83.7	44.8%
On-track to High School Graduation		94.8%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.2%	94%	94.9	100	94.9	81.8%
Postsecondary Entrance (Class of 2017)		82.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.3% 60.5%	75%	40.3	50	80.7	96.6% 50.1%
Arts Access		55.4%	60%	46.1	50	92.3	51.2%
Accountability Index				1031.3	1250	82.5	

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	65.5	9.5	15.9	
Math Performance Index Gap	75.0	61.1	13.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	89.2%	4.8%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	96.1
Math	All Students	98.0
	High Needs Students	96.1
Science	All Students	98.0
	High Needs Students	95.7

³Minimum 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: 67.8

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Annual school district improvement plans are 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 is 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 has made available the opportunity for students to attend regional magnet schools. For the 2017-2018 school year, 13 East Lyme students attended The Marine Science Magnet High School of Southeastern Connecticut and 15 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 is a community partner that hosts events throughout the school year at both the middle school and high school level. 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.

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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. 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.