

STRATEGIC SCHOOL PROFILE 2010-11**Regional School District 18**

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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, 2010 1,493
5-Year Enrollment Change -5.6%

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	107	7.2	7.6	34.1
K-12 Students Who Are Not Fluent in English	5	0.3	0.7	5.6
Students Identified as Gifted and/or Talented*	113	7.6	4.6	4.0
PK-12 Students Receiving Special Education Services in District	148	9.9	10.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	96	95.0	85.4	80.2
Homeless	1	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	21	9.3	12.6	13.2

*58.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	53	3.5
Black	7	0.5
Hispanic	46	3.1
Pacific Islander	3	0.2
White	1,362	91.2
Two or more races	20	1.3
Total Minority	131	8.8

Percent of Minority Professional Staff: 2.5%

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:

1.9% 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 broadening their understandings and experiences. These include participation in LEARN Regional Educational Service Center activities and many teacher initiated projects. Lyme-Old Lyme High School and Lyme-Old Lyme Middle School both hosted introductory programs and activities associated with Rachel's Challenge, a program designed to develop sensitivity to marginalized students. A very positive response from students and the school community has propelled this initiative into plans for continued development in the upcoming school year. 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 program regularly schedules trips abroad. The program has shifted to greater emphasis on authenticity and utilization of target languages.

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	77.1	58.4	83.8
Writing	80.7	61.1	85.7
Mathematics	89.0	63.0	98.1
Grade 4 Reading	79.5	62.5	74.8
Writing	83.9	65.5	84.1
Mathematics	89.3	67.0	89.6
Grade 5 Reading	80.0	61.4	78.5
Writing	85.1	66.8	82.8
Mathematics	84.8	72.5	65.6
Science	74.8	59.9	62.0
Grade 6 Reading	85.7	76.0	60.1
Writing	79.8	65.2	72.6
Mathematics	84.8	71.3	67.9
Grade 7 Reading	92.5	77.8	84.1
Writing	81.1	58.9	85.4
Mathematics	86.8	68.4	80.1
Grade 8 Reading	85.1	74.7	58.0
Writing	87.2	64.8	85.4
Mathematics	84.0	66.6	73.9
Science	83.0	63.1	72.0

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	72.6	44.7	90.2
Writing Across the Disciplines	85.8	61.2	90.2
Mathematics	63.8	49.5	67.7
Science	68.9	47.0	80.5

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
	54.6	51.0	54.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.5	70.6	
Average Score	Mathematics	570	510	90.1
	Critical Reading	557	505	91.6
	Writing	571	510	93.9

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, Adjusted Cohort Rate 2010	97.0	81.8	100.0
2009-10 Annual Dropout Rate for Grade 9 through 12	0.5	2.8	66.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.9	84.8
% Employed (Civilian Employment and in Armed Services)	3.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	111.30
Paraprofessional Instructional Assistants	12.50
Special Education	
Teachers and Instructors	20.00
Paraprofessional Instructional Assistants	36.90
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	6.95
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.80
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	71.72

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	14.7	13.9
% with Master's Degree or Above	94.7	81.3	79.0

Average Class Size	District	DRG	State
Grade K	16.8	17.6	18.4
Grade 2	17.0	19.1	19.9
Grade 5	16.3	20.7	21.2
Grade 7	15.4	19.6	20.6
High School	17.1	19.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	988	992
Middle School	1,021	1,026	1,017
High School	1,056	1,012	1,010

*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	3.0	3.1
Middle School	2.1	2.3	2.4
High School	2.0	2.4	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$12,664	\$8,551	\$8,232	\$7,683	\$8,237
Instructional Supplies and Equipment	\$453	\$306	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$1,473	\$995	\$477	\$388	\$463
Student Support Services	\$1,937	\$1,308	\$875	\$893	\$872
Administration and Support Services	\$2,759	\$1,863	\$1,433	\$1,410	\$1,459
Plant Operation and Maintenance	\$3,761	\$2,540	\$1,421	\$1,346	\$1,410
Transportation	\$1,326	\$826	\$701	\$664	\$692
Costs for Students Tuitioned Out	\$1,220	N/A	N/A	N/A	N/A
Other	\$583	\$394	\$161	\$171	\$159
Total	\$26,176	\$17,312	\$13,878	\$13,335	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,522	\$1,703	\$1,622	\$1,101	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,176,439	23.6	21.2	21.5

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	92.7	5.3	1.9	0.0
Excluding School Construction	92.8	5.1	2.1	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.

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 will be phased in over a five-year period. The plan will reorganize elementary students into two K-5 schools and create a single early childhood center. The new organization will make comparable grade organizations, more similarly sized schools, and help correct locational disadvantages for some preschool students. The plan will also create more equal access to foundation services including administration, health, library and other school based services. The Board has established an equity committee that will ensure that programs and opportunities are comparable at all elementary schools. The committee will monitor and recommend adjustments as needed.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	142
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	12	0.8	1.1	1.1
Learning Disability	57	3.9	3.8	3.9
Intellectual Disability	7	0.5	0.4	0.4
Emotional Disturbance	8	0.5	0.7	1.0
Speech Impairment	32	2.2	1.9	2.2
Other Health Impairment*	15	1.0	1.9	2.1
Other Disabilities**	11	0.7	0.7	0.9
Total	142	9.7	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 2009-10 with a Standard Diploma	87.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	36.8	33.0	83.2	68.6
	Writing	42.1	19.3	82.8	63.7
	Mathematics	49.3	33.4	86.5	68.2
	Science	17.2	21.2	78.5	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	72.6	44.7
	Writing Across the Disciplines	N/A	N/A	85.8	61.2
	Mathematics	N/A	N/A	63.8	49.5
	Science	N/A	N/A	68.9	47.0

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	17.5
	% With Accommodations	82.5
CAPT	% Without Accommodations	37.5
	% With Accommodations	62.5
% Assessed Using Skills Checklist		6.8

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	8	5.6

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	111	78.2	77.4	74.1
40.1 to 79.0 Percent of Time	24	16.9	15.5	14.9
0.0 to 40.0 Percent of Time	7	4.9	7.1	11.0

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 Intervention) 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. Program renewal took place in both world language and social studies. 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 netbooks. In the area of special education, we have developed several programs across the district that have allowed a number of students, who might have otherwise been outplaced, to be educated in their home schools with their peers. The success of these programs is due to the personnel who support them: administrators, regular education teachers and special education teachers and related services staff with specific skills and expertise, including a board certified behavior analyst, inclusion specialist and well-trained instructional assistants.
