

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



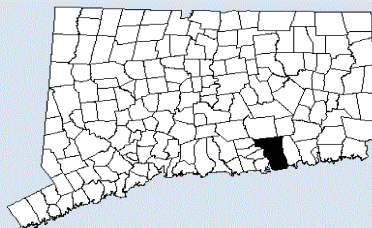
## Regional School District 18

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,290
Per Pupil Expenditures <sup>1</sup>	\$23,629
Total Expenditures <sup>1</sup>	\$30,127,375

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	628	48.7	48.4
Male	662	51.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	35	2.7	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	77	6.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	37	2.9	3.8
White	1,130	87.6	51.1
English Learners	30	2.3	8.3
Eligible for Free or Reduced-Price Meals	221	17.1	43.3
Students with Disabilities <sup>3</sup>	175	13.6	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	51	8.6	9	1.4
Male	49	7.8	17	2.5
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	12.2	*	*
White	85	8.0	21	1.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	16.9	11	5.0
Students with Disabilities	24	15.2	14	7.3
District	100	8.2	26	2.0
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 13**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Regional School District 18

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	93.3
Paraprofessional Instructional Assistants	17.6
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	45.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
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	7.2
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	64.1

<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	0.7	1.2
Black or African American	1	0.7	4.0
Hispanic or Latino of any race	1	0.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	147	98.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	*	7	*
White	95	91.3	113	98.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	95.2	19	*
Students with Disabilities	9	*	7	*
District	108	89.3	124	96.9
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	10	45.5
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	38	84.4
Other Health Impairment	36	92.3
Other Disabilities	0	0
Speech/Language Impairment	28	93.3
District	119	76.3
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Regional School District 18

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	1.8	2.0
Emotional Disturbance	11	0.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	45	3.7	5.7
Other Health Impairment	39	3.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	34	2.8	1.8
All Disabilities	163	13.4	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,599,727	\$13,019	\$10,923
Support services - students	\$2,001,524	\$1,592	\$1,277
Support services - instruction	\$1,599,607	\$1,273	\$682
Support services - general administration	\$792,687	\$631	\$467
Support services - school based administration	\$2,002,669	\$1,593	\$1,021
Central and other support services	\$1,515,339	\$1,206	\$679
Operation and maintenance of plant	\$4,164,940	\$3,313	\$1,718
Student transportation services	\$1,405,685	\$1,141	\$1,288
Food services	\$30,199	\$24	\$12
Enterprise operations	\$15,000	\$12	\$163
Minor school construction	.	.	\$59
Total	\$30,127,375	\$23,629	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,600,082	37.3	28.5
Instructional Aide Salaries	\$1,163,539	16.7	10.1
Other Salaries	\$670,840	9.6	11.1
Employee Benefits	\$895,626	12.8	13.0
Purchased Services Other Than Transportation	\$331,510	4.8	5.7
Special Education Tuition	\$970,424	13.9	22.5
Supplies	\$73,801	1.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$266,020	3.8	8.0
Equipment	\$488	0.0	0.2
All Other Expenditures	\$920	0.0	0.1
Total	\$6,973,250	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.1	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	96.2
State	1.9
Federal	1.5
Tuition & Other	0.4

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Regional School District 18

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	22	95.5
Students with Disabilities	10	*
District	114	99.1
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	85.0	89.7
Male	76.4	89.7
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	82.5	90.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
District	80.9	89.7
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	77.2%	100%	60.4%
	Oral	62.5%	100%	57.6%
Chronic Absenteeism	All Students	8.2%	<=5%	12.2%
	High Needs Students	14.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.2%	75%	80.4%
On-track to High School Graduation		99.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		99.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		82.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		80.8%	75%	71.5%
Arts Access		63.3%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	82.6%	11.4%	10.9%	Y

<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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## 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 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 SRBI 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 along with adaptation of the Next Generation Science Standards. 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.

Parents are actively involved in their student's education through a variety of different methods including, but not limited to, regular parent presentations and meetings, online newsletters, academic tracking tools, and conferences.

The district works closely with local organizations to ensure all students are connected to the school system in some way. This allows for regular attendance and a strong sense of pride in the Lyme-old Lyme Schools.

#### 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 Kindergarten 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 2019-20

## 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.