Connecticut State Department of Education

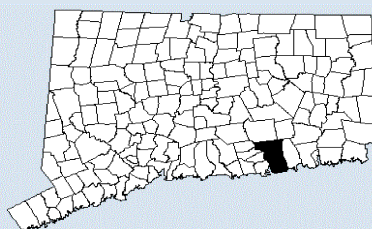# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

Regional School District 18

Mr. Ian Neviaser, Superintendent • 860-434-7238 • www.region18.org

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	1,411
Per Pupil Expenditures[1]	$18,297
Total Expenditures[1]	$26,859,557

[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	690	48.9	48.3
Male	721	51.1	51.6
American Indian	*	*	0.2
Asian	47	3.3	4.6
Black or African American	*	*	12.9
Hispanic or Latino	51	3.6	21.2
Pacific Islander	0	0.0	0.0
White	1,276	90.4	58.4
Two or More Races	26	1.8	2.3
English Language Learners	14	1.0	5.7
Eligible for Free or Reduced-Price Meals	103	7.3	37.3
Students with Disabilities[1]	168	11.9	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	49	7.4	*	*
Male	33	4.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	77	6.3	24	1.8
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	16	15.1	*	*
Students with Disabilities	21	12.9	12	6.1
District	82	6.1	28	1.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

[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	103.3
Paraprofessional Instructional Assistants	10.2
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	45.9
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	6.2
Counselors, Social Workers and School Psychologists	8.6
School Nurses	5.4
Other Staff Providing Non-Instructional Services/Support	68.5

[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	3	1.9	1.0
Black or African American	1	0.6	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	155	97.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	6.9	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	*	*	58	54.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	*	*
District	25	29.4	62	54.4
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	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	50	90.9
Other Health Impairment	22	78.6
Other Disabilities	*	*
Speech/Language Impairment	25	92.6
District	112	73.2
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.3	1.4
Emotional Disturbance	11	0.8	1.0
Intellectual Disability	9	0.6	0.4
Learning Disability	55	4.0	4.2
Other Health Impairment	29	2.1	2.5
Other Disabilities	10	0.7	1.0
Speech/Language Impairment	29	2.1	1.9
All Disabilities	161	11.6	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

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

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	13,352,956	9,234	8,769
Instructional Supplies and Equipment	446,001	308	275
Improvement of Instruction and Educational Media Services	1,379,921	954	487
Student Support Services	2,078,615	1,437	965
Administration and Support Services	3,118,405	2,157	1,600
Plant Operation and Maintenance	3,885,345	2,687	1,472
Transportation	1,326,603	811	786
Costs of Students Tuitioned Out	666,010	N/A	N/A
Other	605,701	419	178
Total	26,859,557	18,297	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	3,712,788	2,568	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		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,606,901	44.0	35.6
Noncertified Personnel	1,205,734	20.4	14.5
Purchased Services	309,930	5.2	5.0
Tuition to Other Schools	596,684	10.1	21.4
Special Ed. Transportation	336,869	5.7	8.5
Other Expenditures	864,457	14.6	14.9
Total Expenditures	5,920,575	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	Excluding School Construction
Local	88.3	94.8
State	10.4	3.7
Federal	1.2	1.4
Tuition & Other	0.0	0.0

[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	.	.	.	.	.	.	.		Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
Hispanic or Latino	.	.	86.3	80.1	.	.	.		
English Language Learners	.	.	.	.	.	.	.		
Eligible for Free or Reduced-Price Meals	80.6	75.8	73.4	73.8	.	.	.		
Students with Disabilities	70.1	67.6	69.8	66.4	.	.	.		
High Needs	75.5	73.7	72.5	71.1	.	.	.		
District	91.4	91.8	91.8	90.7	.	.	.		

CAPT	DPI				2013-14				
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.		Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
Hispanic or Latino	.	.	.	.	.	.	.		
English Language Learners	.	.	.	.	.	.	.		
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.		
Students with Disabilities	.	.	.	.	.	.	.		
High Needs	.	.	.	.	.	.	.		
District	87.9	88.1	87.5	88.6	.	.	.		

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	90.0	71.6	76.3	87.3	422	81.0
Curl Up	96.7	99.1	89.5	98.7	422	95.7
Push Up	55.0	90.8	78.9	87.3	422	76.8
Mile Run/PACER	79.2	72.5	78.1	83.5	422	78.0
All Tests - District	46.7	52.3	50.9	75.9	422	54.7
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	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	114	94.7	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	83.9	61	65.6
Male	91.5	72	67.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	88.6	125	67.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	*	*	*
District	87.9	133	66.8
State	72.9		37.6

[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.

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 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	87.5	91.4
Male	75.0	93.2
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	81.4	94.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.5	92.4
State	72.7	88.5

[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

Narratives

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.

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 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. This plan is currently in its final phase of implementation.