

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



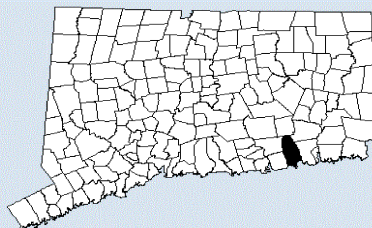
## East Lyme School District

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

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 9            |
| Enrollment                          | 2,792        |
| Per Pupil Expenditures <sup>1</sup> | \$15,515     |
| Total Expenditures <sup>1</sup>     | \$44,450,494 |

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

|  | District |                      | State                |
|--|----------|----------------------|----------------------|
|  | Count    | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 1,357    | 48.6                 | 48.3                 |
| Male                                     | 1,435    | 51.4                 | 51.6                 |
| American Indian or Alaska Native         | *        | *                    | 0.2                  |
| Asian                                    | 267      | 9.6                  | 4.9                  |
| Black or African American                | 66       | 2.4                  | 12.8                 |
| Hispanic or Latino                       | 150      | 5.4                  | 23.0                 |
| Pacific Islander                         | *        | *                    | 0.0                  |
| Two or More Races                        | 69       | 2.5                  | 2.7                  |
| White                                    | 2,233    | 80.0                 | 55.9                 |
| English Learners                         | 47       | 1.7                  | 6.4                  |
| Eligible for Free or Reduced-Price Meals | 455      | 16.3                 | 38.0                 |
| Students with Disabilities <sup>1</sup>  | 379      | 13.6                 | 13.7                 |

<sup>1</sup>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 <sup>2</sup> |          | Suspension/Expulsion <sup>3</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 59                               | 4.4      | 16                                | 1.2      |
| Male                                     | 69                               | 4.9      | 71                                | 4.9      |
| Black or African American                | 0                                | 0.0      | 0                                 | 0.0      |
| Hispanic or Latino                       | 14                               | 9.2      | 7                                 | 4.5      |
| White                                    | 105                              | 4.8      | 74                                | 3.3      |
| English Learners                         | *                                | *        | *                                 | *        |
| Eligible for Free or Reduced-Price Meals | 48                               | 11.7     | 34                                | 7.3      |
| Students with Disabilities               | 40                               | 11.0     | 29                                | 6.9      |
| District                                 | 128                              | 4.7      | 87                                | 3.1      |
| State                                    |                                  | 9.6      |                                   | 7.0      |

Number of students in 2014-15 qualified as truant under state statute: 51

Number of school-based arrests: Fewer than 6

<sup>2</sup>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.

<sup>3</sup>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 2015-16

## East Lyme School District

### Educators

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

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 205.7 |
| Paraprofessional Instructional Assistants                 | 6.7   |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 39.3  |
| Paraprofessional Instructional Assistants                 | 106.3 |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 6.0   |
| School Level  | 10.1  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 4.0   |
| Support Staff   | 4.2   |
| Instructional Specialists Who Support Teachers            | 4.0   |
| Counselors, Social Workers and School Psychologists       | 15.5  |
| School Nurses   | 6.0   |
| Other Staff Providing Non-Instructional Services/Support  | 146.8 |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 1     | 0.3                                 | 1.0                              |
| Black or African American        | 0     | 0.0                                 | 3.5                              |
| Hispanic or Latino               | 5     | 1.7                                 | 3.5                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.1                              |
| White                            | 288   | 98.0                                | 91.7                             |

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| District                            | 100.0                |
| District Poverty Quartile: Middle   |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.4      | 9.4   |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | *     | *        | 9     | *        |
| Hispanic or Latino                       | 10    | *        | *     | *        |
| White                                    | 199   | 91.3     | 191   | 87.6     |
| English Learners                         | 0     | 0.0      | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | 33    | 84.6     | 19    | 79.2     |
| Students with Disabilities               | 20    | 71.4     | 27    | 60.0     |
| District                                 | 233   | 90.0     | 236   | 87.1     |
| State                                    |       | 61.2     |       | 73.9     |

<sup>3</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>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 25    | 55.6     |
| Emotional Disturbance      | 6     | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 116   | 85.9     |
| Other Health Impairment    | 59    | 79.7     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 29    | 87.9     |
| District                   | 240   | 76.7     |
| State                      |       | 68.8     |

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## East Lyme School District

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

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 45       | 1.8      | 1.6      |
| Emotional Disturbance      | 13       | 0.5      | 1.0      |
| Intellectual Disability    | 8        | 0.3      | 0.5      |
| Learning Disability        | 135      | 5.3      | 4.6      |
| Other Health Impairment    | 75       | 2.9      | 2.8      |
| Other Disabilities         | 10       | 0.4      | 1.0      |
| Speech/Language Impairment | 41       | 1.6      | 1.9      |
| All Disabilities           | 327      | 12.8     | 13.4     |

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 26,315,189 | 9,289         | 9,387      |
| Instructional Supplies and Equipment                      | 269,419    | 95            | 318        |
| Improvement of Instruction and Educational Media Services | 1,749,190  | 617           | 541        |
| Student Support Services                                  | 2,517,067  | 888           | 1,048      |
| Administration and Support Services                       | 4,152,577  | 1,466         | 1,790      |
| Plant Operation and Maintenance                           | 5,612,363  | 1,981         | 1,608      |
| Transportation  | 1,778,900  | 617           | 845        |
| Costs of Students Tuitioned Out                           | 915,388    | N/A           | N/A        |
| Other   | 1,140,401  | 403           | 194        |
| Total   | 44,450,494 | 15,515        | 15,762     |

#### Additional Expenditures

|                                   |           |     |       |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 2,546,711 | 899 | 1,524 |
|-----------------------------------|-----------|-----|-------|

<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: 2014-15

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 3,789,297  | 40.8                 | 35.1                 |
| Noncertified Personnel     | 2,464,018  | 26.5                 | 14.5                 |
| Purchased Services         | 393,078    | 4.2                  | 5.5                  |
| Tuition to Other Schools   | 915,388    | 9.9                  | 21.6                 |
| Special Ed. Transportation | 641,360    | 6.9                  | 8.3                  |
| Other Expenditures         | 1,081,592  | 11.6                 | 15.0                 |
| Total Expenditures         | 9,284,733  | 100.0                | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 75.0                          | 73.6                          |
| State           | 16.7                          | 17.7                          |
| Federal         | 1.7                           | 1.8                           |
| Tuition & Other | 6.6                           | 6.9                           |

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

## East Lyme School District

### 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.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | DPI  | Count | DPI  | Count   | DPI  |
| American Indian or Alaska Native             | *                          | *    | *     | *    | *       | *    |
| Asian  | 135                        | 85.2 | 135   | 88.0 | 56      | 74.3 |
| Black or African American                    | 28                         | 67.4 | 28    | 64.5 | 12      | *    |
| Hispanic or Latino                           | 80                         | 73.2 | 80    | 64.0 | 30      | 61.9 |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | *       | *    |
| Two or More Races                            | 41                         | 79.1 | 41    | 67.3 | 23      | 69.0 |
| White  | 1117                       | 75.3 | 1115  | 70.5 | 576     | 66.2 |
| English Learners                             | 32                         | 72.6 | 32    | 70.2 | 11      | *    |
| Non-English Learners                         | 1372                       | 76.2 | 1370  | 71.6 | 689     | 66.7 |
| Eligible for Free or Reduced-Price Meals     | 244                        | 66.0 | 243   | 61.1 | 116     | 58.7 |
| Not Eligible for Free or Reduced-Price Meals | 1160                       | 78.2 | 1159  | 73.8 | 584     | 68.2 |
| Students with Disabilities                   | 206                        | 58.7 | 205   | 51.8 | 88      | 52.6 |
| Students without Disabilities                | 1198                       | 79.1 | 1197  | 75.0 | 612     | 68.7 |
| High Needs                                   | 405                        | 64.7 | 404   | 59.5 | 181     | 57.6 |
| Non-High Needs                               | 999                        | 80.7 | 998   | 76.5 | 519     | 69.8 |
| District                                     | 1404                       | 76.1 | 1402  | 71.6 | 700     | 66.7 |

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

|                 | NAEP 2015 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 43%       | 43%     | 50%       |
| National Public | 35%       | 33%     | 36%       |
| <b>MATH</b>     |           |         |           |
| Grade 4         |           |         |           |
| Connecticut     | 41%       | 36%     | 32%       |
| National Public | 39%       | 32%     | 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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | 10   | Count             | Rate (%) |
| Sit & Reach          | 84.0  | 78.1 | 86.5 | 95.1 | 833               | 86.6     |
| Curl Up              | 90.1  | 74.3 | 89.6 | 95.5 | 833               | 88.1     |
| Push Up              | 83.0  | 80.3 | 88.5 | 96.7 | 833               | 87.8     |
| Mile Run/PACER       | 81.1  | 72.7 | 73.4 | 85.0 | 833               | 78.6     |
| All Tests - District | 59.0  | 47.0 | 64.1 | 80.1 | 833               | 63.7     |
| All Tests - State    | 50.6  | 49.8 | 50.6 | 51.1 |                   | 50.5     |

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## East Lyme School District

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | *        | .                       |                 | .                       |
| English Learners                         | *                         | *        | .                       |                 | .                       |
| Eligible for Free or Reduced-Price Meals | 40                        | 82.5     | .                       |                 | .                       |
| Students with Disabilities               | 35                        | 74.3     | 94.0                    | No              | 94.0                    |
| District                                 | 274                       | 94.9     | 94.0                    | Yes             | 94.0                    |
| State <sup>4</sup>                       |                           | 87.2     |                         |                 |                         |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

|  | Participation <sup>6</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 97.4                       | 173               | 63.8     |
| Male                                     | 92.7                       | 154               | 59.5     |
| Black or African American                | *                          | *                 | *        |
| Hispanic or Latino                       | 100.0                      | 11                | 47.8     |
| White                                    | 95.9                       | 269               | 61.7     |
| English Learners                         | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 96.8                       | 26                | 41.3     |
| Students with Disabilities               | 53.3                       | *                 | *        |
| District                                 | 95.1                       | 327               | 61.7     |
| State                                    | 95.6                       |                   | 40.7     |

<sup>5</sup>College 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

<sup>6</sup>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 2015         | Class of 2014            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>7</sup> | Persistence <sup>8</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 89.1                  | 95.7                     |
| Male                                     | 75.9                  | 90.5                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino                       | *                     | *                        |
| White                                    | 81.7                  | 91.8                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 67.6                  | 91.3                     |
| Students with Disabilities               | 40.5                  | *                        |
| District                                 | 82.1                  | 93.2                     |
| State                                    | 71.9                  | 88.3                     |

<sup>7</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>8</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 2015-16

## East Lyme School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator   |                     | Index/Rate    | Target | Points        | Max         | % Points    | State Average |
|---|---------------------|---------------|--------|---------------|-------------|-------------|---------------|
| ELA Performance Index                                     | All Students        | 76.1          | 75     | 50.0          | 50          | 100.0       | 67.7          |
|   | High Needs Students | 64.7          | 75     | 43.2          | 50          | 86.3        | 56.7          |
| Math Performance Index                                    | All Students        | 71.6          | 75     | 47.7          | 50          | 95.5        | 61.4          |
|   | High Needs Students | 59.5          | 75     | 39.7          | 50          | 79.4        | 49.9          |
| Science Performance Index                                 | All Students        | 66.7          | 75     | 44.4          | 50          | 88.9        | 57.5          |
|   | High Needs Students | 57.6          | 75     | 38.4          | 50          | 76.7        | 47.0          |
| ELA Academic Growth                                       | All Students        | 64.9%         | 100%   | 64.9          | 100         | 64.9        | 63.8%         |
|   | High Needs Students | 57.0%         | 100%   | 57.0          | 100         | 57.0        | 58.3%         |
| Math Academic Growth                                      | All Students        | 70.7%         | 100%   | 70.7          | 100         | 70.7        | 65.0%         |
|   | High Needs Students | 61.5%         | 100%   | 61.5          | 100         | 61.5        | 57.4%         |
| Chronic Absenteeism                                       | All Students        | 4.7%          | <=5%   | 50.0          | 50          | 100.0       | 9.6%          |
|   | High Needs Students | 10.2%         | <=5%   | 39.5          | 50          | 79.0        | 15.6%         |
| Preparation for CCR                                       | % Taking Courses    | 88.5%         | 75%    | 50.0          | 50          | 100.0       | 67.6%         |
|   | % Passing Exams     | 61.7%         | 75%    | 41.1          | 50          | 82.3        | 40.7%         |
| On-track to High School Graduation                        |                     | 98.3%         | 94%    | 50.0          | 50          | 100.0       | 85.1%         |
| 4-year Graduation All Students (2015 Cohort)              |                     | 94.9%         | 94%    | 100.0         | 100         | 100.0       | 87.2%         |
| 6-year Graduation - High Needs Students (2013 Cohort)     |                     | 87.1%         | 94%    | 92.7          | 100         | 92.7        | 78.6%         |
| Postsecondary Entrance (Class of 2015)                    |                     | 82.1%         | 75%    | 100.0         | 100         | 100.0       | 71.9%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 91.8%   63.7% | 75%    | 42.5          | 50          | 85.0        | 89.2%   50.5% |
| Arts Access   |                     | 57.9%         | 60%    | 48.3          | 50          | 96.6        | 47.5%         |
| <b>Accountability Index</b>                               |                     |               |        | <b>1131.7</b> | <b>1350</b> | <b>83.8</b> |               |

| 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> |
|-------------------------------|----------------------------------|-----------------|-------------|---------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                       | N                               |
| ELA Performance Index Gap     | 75.0                             | 64.7            | 10.3        | 16.5                                  |                                 |
| Math Performance Index Gap    | 75.0                             | 59.5            | 15.5        | 18.9                                  |                                 |
| Science Performance Index Gap | 69.8                             | 57.6            | 12.3        | 17.2                                  |                                 |
| Graduation Rate Gap           | 94.0%                            | 87.1%           | 6.9%        | 15.3%                                 | N                               |

<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.

| Subject/Subgroup |                     | Participation Rate (%) <sup>3</sup> |
|------------------|---------------------|-------------------------------------|
| ELA              | All Students        | 97.8                                |
|                  | High Needs Students | 96.9                                |
| Math             | All Students        | 97.6                                |
|                  | High Needs Students | 96.7                                |
| Science          | All Students        | 99.0                                |
|                  | High Needs Students | 96.8                                |

<sup>3</sup>Minimum 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: 58.7**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## East Lyme School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

East Lyme Public Schools offer specialized programs along a continuum of services for children ages three through twenty one. Our preschool program provides special education and related services based on student need and with support from a Speech Pathologist, Occupational Therapist, Physical Therapist and Behavioral Consultant depending on the need of the child. Typical peers also participate in the preschool program serving as behavioral and language models. Therapeutic programming in district provides intensive services for students with Autism or emotional and or behavioral challenges that may impact their ability to be successful in a general education setting. These specialized programs enable students to remain in district while providing the highest level of academic and behavioral support.

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Specialized programs continue to be offered at the middle and high school level with an alternative high school option for students who require an experiential learning environment. Transition services are provided for students ages eighteen to twenty one that enable them to enhance their social, academic, vocational and independent living skills. Our transition students enjoy community work experiences that may lead to full time employment. Some students spend their transition years working with an outside service provider to enable a smooth transition to that agency once they age out of services.

Special Education students are considered full participants in the activities of the school system. Students with disabilities are on athletic teams, participate in school plays, attend after school activities and are supported as needed to allow them full access to all events. There are also Best Buddies and Unified Sports programs for students with disabilities.

The high school and Transition Programs have increased their efforts to build connections between students, families and adult agencies through regular meetings. The students in the Transition Program now participate in a "First Friday" program joining students from other area transition programs for a community experience on the first Friday of each month.

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The district utilizes United Community and Family Services to provide social work to our students. A 0.5 FTE drug and alcohol counselor was added to the high school this year although these services are not specific to special education. The district has worked closely with outside service agencies this school year to address the issues of grief and loss.

There is an active Parent Advisory Group created by the Superintendent which is inclusive of parents of children with disabilities. The district has updated its website and provides easier access to information regarding district events and happenings.

#### 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 students when comparing 2014-2015 data with 2015-2016 enrollment figures. The Marine Science Magnet High School of Southeastern Connecticut has seen a slight decrease from eleven students during the 2014-2015 school year to nine students in 2015-2016. The number of students to attend the LEARN Multicultural Magnet School was nineteen students in 2014-2015 and in 2015-2016, twenty three students. Several individual elementary classrooms partner with students in urban areas via writing and other forms of communication. 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. Black History month is celebrated. Classroom curriculum in third grade includes: 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.

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## East Lyme School District

### **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.