Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 18

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,278
Per Pupil Expenditures[1]	$21,305
Total Expenditures[1]	$28,357,435

[1]Expenditure data reflect the 2016-17 year.
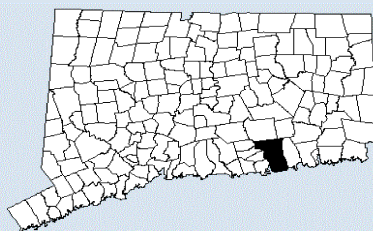
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	643	50.3	48.4
Male	635	49.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	37	2.9	5.1
Black or African American	*	*	12.8
Hispanic or Latino	64	5.0	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	34	2.7	3.3
White	1,134	88.7	53.6
English Learners	15	1.2	7.2
Eligible for Free or Reduced-Price Meals	96	7.5	36.7
Students with Disabilities[1]	165	12.9	14.8

[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	46	7.4	7	1.1
Male	34	5.5	23	3.6
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	75	6.7	28	2.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	35	16.8	10	4.7
Students with Disabilities	19	12.3	6	3.2
District	80	6.4	30	2.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 19

Number of school-based arrests: 0

[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	97.9
Paraprofessional Instructional Assistants	14.1
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	46.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	8.2
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	63.2

[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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.7	1.1
Black or African American	1	0.7	3.7
Hispanic or Latino	1	0.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	151	98.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	93	89.4	107	96.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*	18	90.0
Students with Disabilities	*	*	12	*
District	104	89.7	114	96.6
State		69.3		80.1

[2]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[3]

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	47	92.2
Other Health Impairment	27	87.1
Other Disabilities	*	*
Speech/Language Impairment	21	87.5
District	112	76.7
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	20	1.6	1.8
Emotional Disturbance	11	0.9	1.1
Intellectual Disability	6	0.5	0.5
Learning Disability	51	4.1	5.2
Other Health Impairment	31	2.5	3.1
Other Disabilities	7	0.6	1.1
Speech/Language Impairment	30	2.4	1.8
All Disabilities	156	12.6	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

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

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	13,981,985	10,714	9,847
Instructional Supplies and Equipment	446,924	342	287
Improvement of Instruction and Educational Media Services	1,446,074	1,108	589
Student Support Services	1,972,944	1,512	1,120
Administration and Support Services	3,420,174	2,621	1,905
Plant Operation and Maintenance	4,216,924	3,231	1,648
Transportation	1,390,469	927	904
Costs of Students Tuitioned Out	858,107	N/A	N/A
Other	623,834	478	208
Total	28,357,435	21,305	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	4,186,969	3,208	1,393

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,724,355	42.6	33.8
Noncertified Personnel	1,449,038	22.6	14.5
Purchased Services	251,455	3.9	5.5
Tuition to Other Schools	757,011	11.8	23.4
Special Ed. Transportation	339,909	5.3	8.7
Other Expenditures	876,040	13.7	14.1
Total Expenditures	6,397,808	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.7	96.8
State	2.0	1.7
Federal	1.1	1.3
Tuition & Other	0.2	0.2

[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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

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

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	21	84.7	20	87.4
Black or African American	*	*	*	*
Hispanic or Latino	33	66.6	33	61.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	16	*	16	*
White	579	79.2	578	77.7
English Learners	16	*	15	*
Non-English Learners	638	78.7	637	77.3
Eligible for Free or Reduced-Price Meals	105	72.0	105	70.2
Not Eligible for Free or Reduced-Price Meals	549	79.7	547	78.5
Students with Disabilities	89	62.6	89	56.5
Students without Disabilities	565	81.0	563	80.5
High Needs	177	68.8	176	66.1
Non-High Needs	477	82.1	476	81.3
District	654	78.5	652	77.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	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 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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.7	69.5	61.9	88.0	402	76.1
Curl Up	97.4	100.0	96.6	99.2	402	98.3
Push Up	90.9	79.3	66.1	87.2	402	80.1
Mile Run/PACER	93.5	85.4	59.3	68.8	402	74.1
All Tests - District	74.0	59.8	34.7	64.8	402	56.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

[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]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	18	*
District	124	92.7
State		87.9

[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.

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

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	93	72.1
Male	97.1	77	73.3
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	98.6	158	73.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	97.3	18	48.6
Students with Disabilities	75.0	*	*
District	97.9	170	72.6
State	96.3		44.8

[3]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

[4]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 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	87.3	94.6
Male	79.4	95.8
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	84.4	94.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.1	95.3
State	70.9	88.3

[5]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.

[6]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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.5	75	50.0	50	100.0	67.6
	High Needs Students	68.8	75	45.9	50	91.7	57.5
Math Performance Index	All Students	77.2	75	50.0	50	100.0	62.7
	High Needs Students	66.1	75	44.1	50	88.1	52.0
ELA Academic Growth	All Students	63.1%	100%	63.1	100	63.1	60.7%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.6%
Math Academic Growth	All Students	71.8%	100%	71.8	100	71.8	61.9%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.4%
Chronic Absenteeism	All Students	6.4%	<=5%	47.1	50	94.3	10.7%
	High Needs Students	12.9%	<=5%	34.1	50	68.3	16.6%
Preparation for CCR	% Taking Courses	93.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	72.6%	75%	48.4	50	96.9	44.8%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		92.7%	94%	98.7	100	98.7	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.0%	94%	90.4	100	90.4	81.8%
Postsecondary Entrance (Class of 2017)		83.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2% | 56.7%	75%	37.8	50	75.6	96.6% | 50.1%
Arts Access		66.5%	60%	50.0	50	100.0	51.2%
Accountability Index				**1050.6**	**1250**	**84.0**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.8	6.2	15.9	
Math Performance Index Gap	75.0	66.1	8.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.0%	9.0%	12.7%	N

[1]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.

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

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.8
	High Needs Students	98.9
Math	All Students	98.8
	High Needs Students	98.9
Science	All Students	98.8
	High Needs Students	96.1

[3]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: *   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

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.

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.