Connecticut State Department of Education

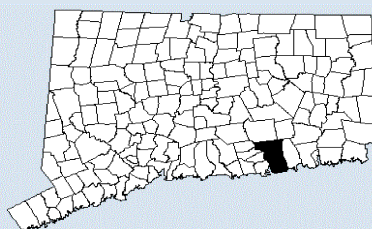# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

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	1,354
Per Pupil Expenditures[1]	$18,844
Total Expenditures[1]	$27,097,764

[1]*Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	668	49.3	48.3
Male	686	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	42	3.1	4.7
Black or African American	*	*	12.9
Hispanic or Latino	51	3.8	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	29	2.1	2.5
White	1,226	90.5	57.2
English Language Learners	8	0.6	6.3
Eligible for Free or Reduced-Price Meals	109	8.1	37.6
Students with Disabilities[1]	170	12.6	13.3

[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	54	8.4	6	0.8
Male	38	5.7	20	2.8
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	86	7.2	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	21	17.6	6	4.8
Students with Disabilities	27	15.9	13	6.6
District	92	7.0	26	1.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

[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	101.7
Paraprofessional Instructional Assistants	12.9
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	35.9
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	8.6
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	60.7

[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	2	1.3	1.0
Black or African American	1	0.6	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	154	98.1	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	91	93.8	63	76.8
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	8	*	*	*
District	99	93.4	70	77.8
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	39	67.2
Other Health Impairment	24	80.0
Other Disabilities	*	*
Speech/Language Impairment	23	85.2
District	104	65.8
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	1.2	1.5
Emotional Disturbance	14	1.1	1.0
Intellectual Disability	8	0.6	0.5
Learning Disability	58	4.4	4.4
Other Health Impairment	30	2.3	2.6
Other Disabilities	9	0.7	1.0
Speech/Language Impairment	30	2.3	1.9
All Disabilities	165	12.4	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	13,371,969	9,517	9,134
Instructional Supplies and Equipment	454,716	324	334
Improvement of Instruction and Educational Media Services	1,255,736	894	498
Student Support Services	2,007,912	1,429	1,001
Administration and Support Services	3,096,120	2,204	1,694
Plant Operation and Maintenance	4,161,528	2,962	1,572
Transportation	1,389,820	874	813
Costs of Students Tuitioned Out	821,462	N/A	N/A
Other	538,501	383	186
Total	27,097,764	18,844	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	4,032,181	2,870	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,717,204	43.6	35.1
Noncertified Personnel	1,279,429	20.5	14.2
Purchased Services	261,302	4.2	5.2
Tuition to Other Schools	740,676	11.9	22.0
Special Ed. Transportation	371,295	6.0	8.6
Other Expenditures	859,411	13.8	14.9
Total Expenditures	6,229,317	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.3	94.7
State	5.5	3.8
Federal	1.2	1.4
Tuition & Other	0.1	0.1

[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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	21	83.2	20	81.0	13	*
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	28	71.0	29	62.5	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	14	*	*	*
White	666	79.5	658	73.9	326	65.0
English Language Learners	7	*	7	*	*	*
Non-English Language Learners	725	79.1	718	73.4	*	*
Eligible for Free or Reduced-Price Meals	57	69.3	57	61.7	25	60.4
Not Eligible for Free or Reduced-Price Meals	675	79.9	668	74.5	336	65.1
Students with Disabilities	106	63.3	106	56.9	51	47.6
Students without Disabilities	626	81.8	619	76.4	310	67.6
High Needs	148	67.0	148	60.0	67	51.4
Non-High Needs	584	82.2	577	77.0	294	67.9
District	732	79.1	725	73.5	361	64.8

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	80.4	70.3	76.9	87.0	430	78.8
Curl Up	92.8	96.0	88.0	93.9	430	92.6
Push Up	59.8	79.2	67.5	93.0	430	75.3
Mile Run/PACER	74.2	73.3	65.0	82.6	430	73.7
All Tests - District	41.2	48.5	38.5	73.0	430	50.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

[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]

	2013-14				2014-15
	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	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	108	97.2	94.0	Yes	94.0
State[4]		87.0			

[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 2013-14 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	87.7	57	70.4
Male	82.6	71	61.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	86.0	120	67.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	7	*
Students with Disabilities	*	*	*
District	84.7	128	65.3
State	67.2		37.3

[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
- Smarter Balanced - Level 3 or higher on both ELA and math

[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 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	90.6	95.9
Male	92.5	94.7
Black or African American	92.5	*
Hispanic or Latino	*	*
White	90.9	94.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	91.5	95.4
State	72.6	88.8

[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

Next Generation Accountability Results

These statistics are the first 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	79.1	75	100.0	100	100.0	67.9
	High Needs Students	67.0	75	89.3	100	89.3	56.7
Math Performance Index	All Students	73.5	75	98.0	100	98.0	59.3
	High Needs Students	60.0	75	80.0	100	80.0	47.8
Science Performance Index	All Students	64.8	75	86.4	100	86.4	56.5
	High Needs Students	51.4	75	68.6	100	68.6	45.9
Chronic Absenteeism	All Students	7.0%	<=5%	45.9	50	91.9	10.6%
	High Needs Students	14.3%	<=5%	31.3	50	62.6	17.3%
Preparation for CCR	% Taking Courses	86.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	65.3%	75%	43.5	50	87.1	37.3%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.2%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.2%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		91.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.0% | 50.7%	75%	33.8	50	67.6	87.6% | 51.0%
Arts Access		66.6%	60%	50.0	50	100.0	45.7%
Accountability Index				**1126.9**	**1250**	**90.1**	

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	67.0	8.0	17.3	
Math Performance Index Gap	75.0	60.0	15.0	19.6	
Science Performance Index Gap	67.9	51.4	16.4	17.2	
Graduation Rate Gap	94.0%	95.2%	-1.2%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.6
	High Needs Students	96.8
Math	All Students	96.6
	High Needs Students	96.2
Science	All Students	99.5
	High Needs Students	98.5

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: 71.3   **State: 50.1**

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 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. A learning management system allows students and parents the ability to interact with teachers in a digital environment.

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 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.