

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 18**

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Location: 4 Davis Road West
Old Lyme,
Connecticut

Website: www.region18.org

This regional school district serves Lyme, Old Lyme

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$41,806
Town Population in 2000: 9,422	Percent of Adults without a High School Diploma in 2000*: 6.9%
1990-2000 Population Growth: 11.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 91.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 1,533
5-Year Enrollment Change -3.5%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	49	3.2	4.7	28.7
K-12 Students Who Are Not Fluent in English	2	0.1	0.6	5.4
Students Identified as Gifted and/or Talented*	69	4.5	3.8	4.0
PK-12 Students Receiving Special Education Services in District	147	9.6	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	98	93.3	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	50	20.2	21.6	20.2

*91.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	45	2.9
Black	14	0.9
Hispanic	25	1.6
White	1,445	94.3
Total Minority	88	5.7

Percent of Minority Professional Staff: 1.8%

Open Choice: 2 students attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 curriculum and by capitalizing on opportunities for its students to interact with others in order to broaden their understandings and experiences.

Many cultural activities continue to be integrated into the District's programs. The expansion of the world language program to include Chinese is a recent contribution to the effort. Continuing efforts include Native American and international projects and experiences. Among the activities have been dance, music, storytelling, museum outreach and special celebrations.

Through the LEARN Regional Educational Service Center, Sound School Science and Hartford Share, students have had opportunities for interacting with students from other districts. High school students have had even wider interactions through their participation in virtual learning courses.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.5	52.0	64.4
Writing	64.7	63.4	35.0
Mathematics	68.1	60.0	54.6
Grade 4 Reading	80.6	55.9	93.0
Writing	79.6	62.9	79.2
Mathematics	85.7	60.3	93.1
Grade 5 Reading	84.5	62.2	88.3
Writing	79.4	64.5	69.1
Mathematics	86.6	65.9	87.0
Science	75.3	54.9	74.7
Grade 6 Reading	85.6	66.3	84.5
Writing	65.6	61.9	45.2
Mathematics	88.0	66.4	88.7
Grade 7 Reading	89.9	71.1	88.4
Writing	82.4	62.0	85.8
Mathematics	76.7	63.0	65.2
Grade 8 Reading	73.0	64.8	50.3
Writing	64.3	63.4	38.4
Mathematics	75.4	60.8	61.6
Science	84.1	58.6	88.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	74.0	45.5	87.7
Writing Across the Disciplines	85.4	57.9	90.8
Mathematics	74.0	50.1	80.8
Science	78.1	46.3	96.2

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	45.0	36.1	75.4

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.0	77.6	
Average Score	Mathematics	569	504	94.6
	Critical Reading	560	502	93.8
	Writing	561	503	92.3

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.3	92.6	75.4
Cumulative Four-Year Dropout Rate for Class of 2007	1.6	6.2	71.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.0	83.4
% Employed (Civilian Employment and in Armed Services)	7.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	118.40
Paraprofessional Instructional Assistants	11.00
Special Education	
Teachers and Instructors	19.80
Paraprofessional Instructional Assistants	34.60
Library/Media Specialists and Assistants	6.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.80
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	70.76

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.5	14.3	13.6
% with Master's Degree or Above	89.3	75.5	75.6

Average Class Size	District	DRG	State
Grade K	15.0	17.1	18.1
Grade 2	18.3	18.6	19.3
Grade 5	16.8	20.4	20.9
Grade 7	17.6	19.9	20.5
High School	16.1	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	993	987
Middle School	990	1,032	1,017
High School	1,056	1,021	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.3	3.4
Middle School	2.5	2.2	2.7
High School	3.4	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$11,713	\$7,701	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$406	\$267	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$1,019	\$670	\$443	\$395	\$429
Student Support Services	\$1,533	\$1,008	\$764	\$713	\$761
Administration and Support Services	\$3,397	\$2,233	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$3,692	\$2,427	\$1,329	\$1,295	\$1,322
Transportation	\$1,074	\$645	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$1,045	N/A	N/A	N/A	N/A
Other	\$459	\$302	\$147	\$130	\$145
Total	\$24,338	\$15,753	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,051	\$1,349	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,590,591
Percent of Total PK-12 Expenditures Used for Special Education	23.0%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	94.0	4.9	1.1	0.1
Excluding School Construction	93.7	5.1	1.2	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Lyme-Old Lyme School District proudly incorporates its “five small schools” into its mission statement. The District recognizes and celebrates the character of each of the schools while maintaining an awareness of the importance of equitable allocation of resources.

Many services and programs are designed and developed centrally, thus assuring equity. These include curriculum, special education, facilities maintenance and technology. As programs are implemented, District specialists direct the allocation of adequate resources for each building. Continuing equity is governed by the leadership team which meets twice a month.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	139
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	8	0.5	0.8	0.7
Learning Disability	65	4.3	4.1	4.0
Intellectual Disability	4	0.3	0.4	0.5
Emotional Disturbance	7	0.5	0.7	1.0
Speech Impairment	33	2.2	2.2	2.4
Other Health Impairment*	14	0.9	1.9	2.1
Other Disabilities**	8	0.5	0.6	0.9
Total	139	9.2	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	90.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.1	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	34.2	20.4	79.7	62.1
	Writing	26.3	19.3	72.1	63.0
	Mathematics	38.2	22.6	79.7	62.7
	Science	34.5	22.2	80.3	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	74.0	45.5
	Writing Across the Disciplines	N/A	N/A	85.4	57.9
	Mathematics	N/A	N/A	74.0	50.1
	Science	N/A	N/A	78.1	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	57.6
	% With Accommodations	42.4
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		3.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	2	1.4
Private Schools or Other Settings	8	5.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	105	75.5	71.7	71.6
40.1 to 79.0 Percent of Time	25	18.0	21.8	16.6
0.0 to 40.0 Percent of Time	9	6.5	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Lyme-Old Lyme Public School District has institutionalized the use of data to drive its improvement plans and activities. Annual analysis and reporting of CMT, CAPT, SAT, ACT and AP Exam results help to define next areas of improvement. Staff is actively involved in examining the data.

While the 2008 state testing results continue to provide impressive evidence of student success, the quest to support even higher levels of achievement among all student subgroups continues. There is a clear recognition of increasing standards under NCLB. In an effort to ensure that all student needs are met, the district is moving to an RTI (Response To Intervention) identification model. Such will provide more focus on individual needs and interventions. The elementary level is poised to introduce a dedicated 90 minute daily block of reading with several additional tiers of instruction for students so requiring. Discussions on how to introduce RTI at the other levels have begun.

The district also continues its work with the Haskins Lab from Yale University. This systematic training will support high quality instruction in reading.
