

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



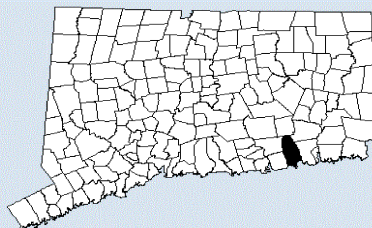
## East Lyme School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,782
Per Pupil Expenditures <sup>1</sup>	\$15,993
Total Expenditures <sup>1</sup>	\$45,164,080

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,333	47.9	48.4
Male	1,449	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	253	9.1	5.1
Black or African American	60	2.2	12.9
Hispanic or Latino	166	6.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	86	3.1	2.9
White	2,210	79.4	54.8
English Learners	41	1.5	6.8
Eligible for Free or Reduced-Price Meals	444	16.0	35.9
Students with Disabilities <sup>1</sup>	397	14.3	14.3

<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	60	4.5	17	1.3
Male	65	4.6	46	3.1
Black or African American	*	*	0	0.0
Hispanic or Latino	14	7.5	*	*
White	95	4.4	48	2.2
English Learners	6	14.3	*	*
Eligible for Free or Reduced-Price Meals	36	9.0	22	4.6
Students with Disabilities	32	8.3	22	5.0
District	125	4.5	63	2.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 48

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 2016-17

## East Lyme School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	207.8
Paraprofessional Instructional Assistants	6.7
<b>Special Education</b>	
Teachers and Instructors	38.8
Paraprofessional Instructional Assistants	105.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	10.1
<b>Library/Media</b>	
Specialists (Certified)	5.0
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	148.5

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	5	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	289	97.6	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.6

### 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	*	*	*	*
Hispanic or Latino	14	*	9	*
White	220	95.7	215	91.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	27	90.0	34	87.2
Students with Disabilities	29	80.6	29	65.9
District	270	95.4	251	90.9
State		63.6		77.5

<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	19	44.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	125	88.7
Other Health Impairment	66	76.7
Other Disabilities	*	*
Speech/Language Impairment	31	75.6
District	249	74.6
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## East Lyme School District

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

	District	State
	Count	Rate (%)
Autism	45	1.7
Emotional Disturbance	11	0.4
Intellectual Disability	6	0.2
Learning Disability	141	5.4
Other Health Impairment	86	3.3
Other Disabilities	15	0.6
Speech/Language Impairment	46	1.8
All Disabilities	350	13.5

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	27,264,294	9,776 9,663
Instructional Supplies and Equipment	352,093	126 321
Improvement of Instruction and Educational Media Services	1,874,406	672 578
Student Support Services	2,283,283	819 1,103
Administration and Support Services	4,411,133	1,582 1,861
Plant Operation and Maintenance	5,545,946	1,989 1,637
Transportation	1,977,750	726 877
Costs of Students Tuitioned Out	531,900	N/A N/A
Other	923,275	331 201
Total	45,164,080	15,993 16,236

#### Additional Expenditures

	Total (\$)	Per Pupil
Land, Buildings, and Debt Service	2,612,106	937 1,749

<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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,849,507	38.6
Noncertified Personnel	2,655,966	26.6
Purchased Services	957,199	9.6
Tuition to Other Schools	531,900	5.3
Special Ed. Transportation	690,399	6.9
Other Expenditures	1,298,591	13.0
Total Expenditures	9,983,562	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	75.7	74.2
State	16.3	17.3
Federal	1.6	1.7
Tuition & Other	6.4	6.8

<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 2016-17

## 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	143	84.8	143	85.4	67	73.0
Black or African American	24	62.8	24	60.1	25	60.0
Hispanic or Latino	90	70.9	90	63.3	38	51.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	50	74.8	50	67.8	16	*
White	1137	75.3	1137	71.2	501	63.9
English Learners	50	71.2	50	69.4	16	*
Non-English Learners	1399	75.9	1399	71.9	634	64.1
Eligible for Free or Reduced-Price Meals	207	66.3	207	62.1	86	51.3
Not Eligible for Free or Reduced-Price Meals	1242	77.3	1242	73.4	564	65.9
Students with Disabilities	192	56.3	192	51.0	92	47.4
Students without Disabilities	1257	78.7	1257	75.0	558	66.7
High Needs	378	64.1	378	59.8	166	51.4
Non-High Needs	1071	79.9	1071	76.0	484	68.3
District	1449	75.8	1449	71.8	650	64.0

#### 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	85.7	88.1	89.0	89.3	792	88.1
Curl Up	89.9	90.5	88.5	94.9	792	91.0
Push Up	74.4	85.6	86.1	90.7	792	84.7
Mile Run/PACER	83.3	80.1	79.9	89.3	792	83.2
All Tests - District	64.9	66.2	71.3	79.0	792	70.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## East Lyme School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	38	86.8
Students with Disabilities	35	65.7
District	259	93.1
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	98.4	173	67.8
Male	96.1	185	60.9
Black or African American	*	*	*
Hispanic or Latino	100.0	16	61.5
White	97.0	293	63.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.6	34	49.3
Students with Disabilities	81.3	9	11.3
District	97.1	358	64.0
State	96.1		43.5

<sup>3</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>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	89.3	93.0
Male	70.3	91.8
Black or African American	*	*
Hispanic or Latino	*	*
White	81.9	91.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.3	80.0
Students with Disabilities	36.4	*
District	80.9	92.4
State	72.0	88.5

<sup>5</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>6</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 2016-17

## East Lyme School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.8	75	50.0	50	100.0	67.1
	High Needs Students	64.1	75	42.7	50	85.5	55.9
Math Performance Index	All Students	71.8	75	47.9	50	95.8	62.2
	High Needs Students	59.8	75	39.9	50	79.8	50.5
Science Performance	All Students	64.0	75	42.7	50	85.3	55.3
	High Needs Students	51.4	75	34.2	50	68.5	45.2
ELA Academic Growth	All Students	56.3%	100%	56.3	100	56.3	55.4%
	High Needs Students	49.9%	100%	49.9	100	49.9	49.8%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.7%
	High Needs Students	53.4%	100%	53.4	100	53.4	53.7%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.3%	<=5%	43.4	50	86.9	15.8%
Preparation for CCR	% Taking Courses	93.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	64.0%	75%	42.7	50	85.4	43.5%
On-track to High School Graduation		98.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.1%	94%	99.0	100	99.0	87.4%
6-year Graduation - High Needs Students (2014)		87.3%	94%	92.9	100	92.9	82.0%
Postsecondary Entrance (Class of 2016)		80.9%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.5%   70.7%	75%	47.1	50	94.3	92.0%   51.6%
Arts Access		42.2%	60%	35.1	50	70.3	50.5%
<b>Accountability Index</b>				<b>1089.3</b>	<b>1350</b>	<b>80.7</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?					Y
ELA Performance Index Gap	75.0	64.1	10.9	16.7	
Math Performance Index Gap	75.0	59.8	15.2	18.7	
Science Performance Index Gap	68.3	51.4	17.0	16.6	
Graduation Rate Gap	94.0%	87.3%	6.7%	12.0%	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	98.3
	High Needs Students	96.8
Math	All Students	98.3
	High Needs Students	96.8
Science	All Students	98.8
	High Needs Students	97.1

<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: 64.4**

**State: 50.2**

#### 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 2016-17

## 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. 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 district utilizes United Community and Family Services to provide social work to our students. The district has worked closely with outside service agencies this school year to address the social and emotional needs of our students. There is an active Parent Advisory Group created by the Superintendent which is inclusive of parents of children with disabilities. Student management system, Infinite Campus, was implemented across the entire district this year. This system allows parents to access attendance and grades for every student. Students have access to their own accounts as well at the secondary level in order to develop their own awareness of their personal growth over time. Parents are notified daily and weekly in regards to achievement and attendance records. Every building hosts conference opportunities twice throughout the school year. The district continues to use our school website as a means of communicating to parent's programs and online resources to help guide their student's skill based development at home.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The school district has made available the opportunity for students to attend regional magnet schools. The Marine Science Magnet High School of Southeastern Connecticut has seen an increase from nine students during the 2015-2016 school year to 15 students in 2016-2017. The number of students to attend the LEARN Multicultural Magnet School was twenty-three students in 2015-2016 and in 2016-2017, twenty-two students. 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. Use of software, such as Skype and Google Hangout allows several classrooms to engage with students from outside the town, state and even country. The Anti-Defamation League is a community partner that hosts events throughout the school year at both the middle school and high school level. Student clubs focused on diverse student interest are key components of our educational program at all buildings. All field experiences provided to children are meant to focus on cultural and individual diversity across all buildings.

# District Profile and Performance Report for School Year 2016-17

## 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. The district supported several educational programs across all five schools; Reading Plus, Lexia and No Red Ink this year. These programs help to provide an equitable resource across all K-12 classrooms. Throughout the year, we will continue to focus on identifying districtwide programs and resources that can consistently support our students across all buildings to allow us to provide a more coherence educational experience.