

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



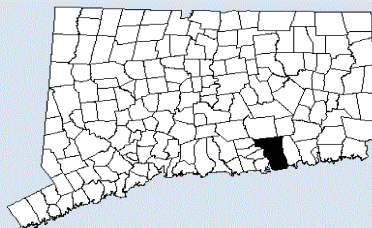
## Regional School District 18

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,263
Per Pupil Expenditures <sup>1</sup>	\$22,554
Total Expenditures <sup>1</sup>	\$29,072,304

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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](https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	619	49.0	48.4
Male	644	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	2.8	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	71	5.6	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	40	3.2	3.6
White	1,105	87.5	52.4
English Learners	23	1.8	7.6
Eligible for Free or Reduced-Price Meals	227	18.0	42.1
Students with Disabilities <sup>3</sup>	159	12.6	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	42	7.0	10	1.6
Male	25	4.0	29	4.3
Black or African American	0	*	*	*
Hispanic or Latino of any race	7	9.9	*	*
White	58	5.4	31	2.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	11.6	19	7.3
Students with Disabilities	16	10.5	15	7.9
District	67	5.5	39	3.0
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 16**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss 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>5</sup>This column displays 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 2018-19

## Regional School District 18

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	95.5
Paraprofessional Instructional Assistants	13.3
<b>Special Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	44.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
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	62.6

<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	0.7	1.1
Black or African American	1	0.7	3.8
Hispanic or Latino of any race	1	0.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	149	98.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	0	*
Hispanic or Latino of any race	7	*	*	*
White	111	96.5	100	95.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	*	17	85.0
Students with Disabilities	7	*	*	*
District	121	94.5	111	94.9
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	10	45.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	38	90.5
Other Health Impairment	30	88.2
Other Disabilities	0	0
Speech/Language Impairment	25	92.6
District	106	74.1
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Regional School District 18

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	24	2.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	9	0.7	0.5
Learning Disability	42	3.4	5.5
Other Health Impairment	34	2.8	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	30	2.5	1.8
All Disabilities	149	12.2	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,305,611	\$12,650	\$10,545
Support services - students	\$1,838,013	\$1,444	\$1,373
Support services - instruction	\$1,426,089	\$1,120	\$644
Support services - general administration	\$787,277	\$618	\$462
Support services - school based administration	\$1,838,423	\$1,444	\$1,007
Central and other support services	\$1,483,723	\$1,166	\$671
Operation and maintenance of plant	\$3,965,698	\$3,115	\$1,629
Student transportation services	\$1,392,949	\$1,050	\$1,231
Food services	\$34,522	\$27	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$29,072,304	\$22,554	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,392,776	36.7	29.7
Instructional Aide Salaries	\$1,191,770	18.3	9.6
Other Salaries	\$603,575	9.3	10.4
Employee Benefits	\$841,136	12.9	13.0
Purchased Services Other Than Transportation	\$213,101	3.3	5.5
Special Education Tuition	\$908,970	13.9	22.6
Supplies	\$58,328	0.9	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$306,574	4.7	8.0
Equipment	\$34	0.0	0.2
All Other Expenditures	\$905	0.0	0.1
Total	\$6,517,169	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.4	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.6
State	1.7
Federal	1.4
Tuition & Other	0.3

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Regional School District 18

### 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	8	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	38	70.1	38	71.9	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	78.0	23	77.7	8	*
White	560	80.6	560	78.4	274	78.6
English Learners	19	*	19	*	10	*
Non-English Learners	626	80.4	626	78.4	298	78.7
Eligible for Free or Reduced-Price Meals	127	73.9	127	72.4	55	71.4
Not Eligible for Free or Reduced-Price Meals	518	81.5	518	79.5	253	79.6
Students with Disabilities	79	62.3	79	57.7	31	63.5
Students without Disabilities	566	82.5	566	81.0	277	79.7
High Needs	189	70.5	189	68.6	78	68.5
Non-High Needs	456	83.9	456	82.0	230	81.4
District	645	80.0	645	78.1	308	78.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	86.7	70.5	57.6	88.8	368	75.5
Curl Up	97.6	97.7	99.0	96.9	368	97.8
Push Up	84.3	69.3	61.6	84.7	368	74.7
Mile Run/PACER	94.0	70.5	58.6	77.6	368	74.5
All Tests - District	72.3	44.3	32.3	68.4	368	53.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Regional School District 18

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	87.0
Students with Disabilities	11	*
District	118	95.8
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	94	77.7
Male	99.2	89	71.8
Black or African American	*	*	*
Hispanic or Latino of any race	*	10	*
White	99.1	165	75.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.4	16	42.1
Students with Disabilities	*	*	*
District	99.2	183	74.7
State	95.9		42.6

<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

<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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	83.6	98.0
Male	79.6	88.0
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	84.3	92.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	77.3	*
Students with Disabilities	*	*
District	81.9	92.9
State	71.0	87.8

<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 2018-19

## Regional School District 18

### 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	80.0	75	50.0	50	100.0	67.7
	High Needs Students	70.5	75	47.0	50	94.0	58.1
Math Performance Index	All Students	78.1	75	50.0	50	100.0	63.1
	High Needs Students	68.6	75	45.7	50	91.5	52.7
Science Performance Index	All Students	78.1	75	50.0	50	100.0	63.8
	High Needs Students	68.5	75	45.6	50	91.3	54.2
ELA Academic Growth	All Students	67.4%	100%	67.4	100	67.4	59.9%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.1%
Math Academic Growth	All Students	73.0%	100%	73.0	100	73.0	62.5%
	High Needs Students	67.0%	100%	67.0	100	67.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.5%	<=5%	49.1	50	98.2	10.4%
	High Needs Students	9.7%	<=5%	40.6	50	81.2	16.1%
Preparation for CCR	% Taking Courses	94.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	74.7%	75%	49.8	50	99.6	42.6%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		81.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9%   53.8%	75%	35.9	50	71.7	96.4%   52.9%
Arts Access		61.0%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1082.9</b>	<b>1250</b>	<b>86.6</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	70.5	4.5	15.4	
Math Performance Index Gap	75.0	68.6	6.4	17.6	
Science Performance Index Gap	75.0	68.5	6.5	16.1	
Graduation Rate Gap	.	.	.	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	99.0
Math	All Students	99.6
	High Needs Students	99.0
Science	All Students	99.0
	High Needs Students	98.8

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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**

# District Profile and Performance Report for School Year 2018-19

## Regional School District 18

### Narratives

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#### 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.

# District Profile and Performance Report for School Year 2018-19

## Regional School District 18

### **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.