

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



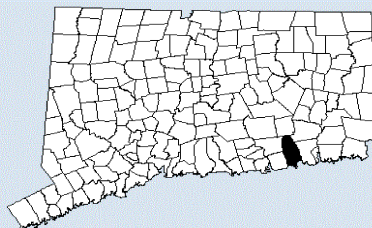
## East Lyme School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,693
Per Pupil Expenditures <sup>1</sup>	\$17,754
Total Expenditures <sup>1</sup>	\$49,499,517

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,313	48.8	48.4
Male	1,380	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	239	8.9	5.2
Black or African American	44	1.6	12.7
Hispanic or Latino of any race	206	7.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	143	5.3	3.8
White	2,055	76.3	51.1
English Learners	51	1.9	8.3
Eligible for Free or Reduced-Price Meals	614	22.8	43.3
Students with Disabilities <sup>3</sup>	425	15.8	16.0

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

<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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	108	8.4	14	1.1
Male	92	6.8	52	3.7
Black or African American	*	*	*	*
Hispanic or Latino of any race	19	9.4	6	2.8
White	152	7.6	50	2.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	82	14.0	29	4.3
Students with Disabilities	51	12.3	26	5.6
District	200	7.6	66	2.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 60**

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

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## East Lyme School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	187.5
Paraprofessional Instructional Assistants	12.4
<b>Special Education</b>	
Teachers and Instructors	38.8
Paraprofessional Instructional Assistants	103.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	10.3
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	3.8
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	16.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	146.1

<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	0.4	1.2
Black or African American	2	0.7	4.0
Hispanic or Latino of any race	5	1.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	271	97.1	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.4

### 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	*	*	6	*
Hispanic or Latino of any race	19	*	16	*
White	192	97.0	195	93.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	45	93.8	46	86.8
Students with Disabilities	33	91.7	30	68.2
District	258	97.7	236	93.3
State		75.8		84.8

<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	22	47.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	106	77.9
Other Health Impairment	70	67.3
Other Disabilities	*	*
Speech/Language Impairment	50	80.6
District	254	69.4
State		67.8

<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 2019-20

## East Lyme School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.9	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	136	5.4	5.7
Other Health Impairment	108	4.3	3.3
Other Disabilities	12	0.5	1.1
Speech/Language Impairment	67	2.7	1.8
All Disabilities	387	15.4	15.6

<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	13	3.4	8.2
Private Schools or Other Settings	6	1.6	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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$29,339,541	\$10,524	\$10,923
Support services - students	\$2,472,252	\$918	\$1,277
Support services - instruction	\$2,310,706	\$858	\$682
Support services - general administration	\$2,096,346	\$778	\$467
Support services - school based administration	\$2,731,650	\$1,014	\$1,021
Central and other support services	\$1,289,139	\$479	\$679
Operation and maintenance of plant	\$6,053,991	\$2,248	\$1,718
Student transportation services	\$2,072,686	\$762	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,133,206	\$421	\$163
Minor school construction	.	.	\$59
Total	\$49,499,517	\$17,754	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,419,550	35.5	28.5
Instructional Aide Salaries	\$2,376,455	19.1	10.1
Other Salaries	\$956,373	7.7	11.1
Employee Benefits	\$1,684,218	13.5	13.0
Purchased Services Other Than Transportation	\$762,084	6.1	5.7
Special Education Tuition	\$1,355,164	10.9	22.5
Supplies	\$165,870	1.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$718,554	5.8	8.0
Equipment	\$1,289	0.0	0.2
All Other Expenditures	\$2,636	0.0	0.1
Total	\$12,442,193	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.1
State	14.0
Federal	2.0
Tuition & Other	5.9

<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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## East Lyme School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54	85.2
Students with Disabilities	40	65.0
District	258	92.2
State		88.5

<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 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	79.8	95.0
Male	83.1	86.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.1	90.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.1	83.8
Students with Disabilities	60.7	*
District	81.4	90.7
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	72.6%	100%	60.4%
	Oral	72.3%	100%	57.6%
Chronic Absenteeism	All Students	7.6%	<=5%	12.2%
	High Needs Students	13.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.6%	75%	80.4%
On-track to High School Graduation		97.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		91.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.4%	75%	71.5%
Arts Access		57.8%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	91.3%	2.8%	10.9%	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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## East Lyme School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Annual school district improvement plans remain aligned to both the Long Range Plan and the District Improvement Plan. The focus of these plans are around three goals: Focusing Decisions and System Operations on Student Success, Collaborative Culture, and Student-Centered Learning. All improvement plans focus on the following theories of action.

District Improvement Plan Theory of Action:

-If we build shared meaning, capacity, and commitment to action then all stakeholders will see their part in achieving the mission of the school district.

-If a growth mindset underlies our culture, then we will foster learning, innovation and action through trusting partnerships.

-If we focus on instruction that takes into account the distinct learning needs, interests, aspirations, and cultural backgrounds of our individual students, then all students will achieve both inter-personal and intra-personal growth.

Infinite Campus remains the district student management system. This system allows parents to access attendance and grades for every student in the district. 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 skills-based development at home. Google Classroom is utilized at the secondary level as a means of consistent communication between students and educators during the learning experience.

All elementary schools have active PTAs that assist in building community support for education and student needs. The middle school hosts several parent activities such as concerts, Life Arts events and curriculum experiential learning experiences. The high school offers opportunities to parents around academic, arts and athletics events. Parent and school counselor relationships are a priority for the high school as they create a partnership of support around the student.

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

The school district continues to make available the opportunity for students to attend regional magnet schools. For the 2019-2020 school year, 16 East Lyme students attended The Marine Science Magnet High School of Southeastern Connecticut and 19 East Lyme students attended the LEARN Multicultural Magnet School.

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 continues to be a partner and resource for our schools. 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 2019-20

## 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. Zero based budgeting is practiced as a means of ensuring a student need based budgetary process. The budget process assures that each student receives the necessary materials, supplies and texts. The district supports several educational programs across all five schools; in order to ensure a common experience for all students. These programs help to provide an equitable resource across all K-12 classrooms. Instructional supplies and professional learning resources are aligned to the curriculum revision cycle as a means of providing equity across content areas. The phase of curriculum development determines the allocated funds for the fiscal year. Throughout the year, there is a consistent focus on identifying districtwide programs and resources that can consistently support our students across all buildings to allow us to provide a more coherent educational experience. Core/Tier one instruction is seen as equal opportunity and access for all students in using the Universal Design for Learn.