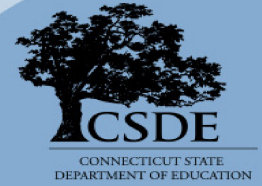


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



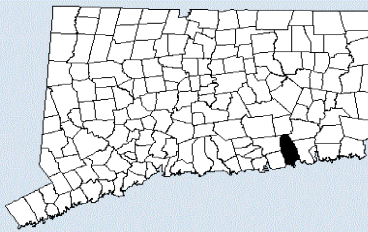
East Lyme School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,617
Per Pupil Expenditures ¹	\$20,323
Total Expenditures ¹	\$54,871,570

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

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

Notes

Unless otherwise noted, all data are for 2022-23 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 <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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,344	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	249	9.5	5.2
Black or African American	43	1.6	12.5
Hispanic or Latino of any race	245	9.4	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	156	6.0	4.5
White	1,914	73.1	47.5
English Learners/Multilingual Learners	103	3.9	9.7
Eligible for Free or Reduced-Price Meals	604	23.1	42.4
Students with Disabilities ³	497	19.0	17.1

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	120	9.7	31	2.4
Male	135	10.2	90	6.5
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	49	20.1	17	6.7
White	160	8.6	85	4.3
English Learners/Multilingual Learners	18	17.6	*	*
Eligible for Free or Reduced-Price Meals	124	21.3	56	8.3
Students with Disabilities	77	15.9	38	6.8
District	255	10.0	121	4.5
State		20.0		7

Number of students qualified as truant under state statute: 493

Number of school-based arrests: 0

⁴ 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.

⁵ 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 2022-23

East Lyme School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	195.5
Paraprofessional Instructional Assistants	4.2
Special Education	
Teachers and Instructors	44.5
Paraprofessional Instructional Assistants	99.3
Administrators, Coordinators and Department Chairs	
District Central Office	5.9
School Level	10.9
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.8
Instructional Specialists Who Support Teachers	8.4
Counselors, Social Workers and School Psychologists	19.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	135.3

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	1	0.3	1.3
Black or African American	1	0.3	4.6
Hispanic or Latino of any race	4	1.4	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	289	98.0	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	13.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	9	*	*	*
Hispanic or Latino of any race	19	*	18	*
White	176	98.9	206	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	58	96.7	39	95.1
Students with Disabilities	29	90.6	39	97.5
District	244	98.8	267	99.3
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	40	58.0
Emotional Disability	7	*
Intellectual Disability	*	*
Learning Disability	123	77.8
Other Health Impairment	80	67.8
Other Disabilities	*	*
Speech/Language Impairment	54	77.1
District	310	70.6
State		68.6

³ 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 2022-23

East Lyme School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	74	3.0	2.4
Emotional Disability	13	0.5	1.0
Intellectual Disability	6	0.2	0.6
Learning Disability	158	6.5	6.3
Other Health Impairment	120	4.9	3.4
Other Disabilities	15	0.6	1.1
Speech/Language Impairment	79	3.2	1.9
All Disabilities	465	19.0	16.7

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	2.4	8.1
Private Schools or Other Settings	6	1.3	4.7

² 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 Expenditures³: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,006,102	\$11,113	\$12,671
Support services - students	\$4,736,301	\$1,795	\$1,558
Support services - instruction	\$2,284,297	\$866	\$837
Support services - general administration	\$2,179,114	\$826	\$463
Support services - school based administration	\$3,158,468	\$1,197	\$1,133
Central and other support services	\$2,510,315	\$952	\$716
Operation and maintenance of plant	\$6,726,328	\$2,550	\$1,893
Student transportation services	\$2,192,571	\$890	\$1,464
Food services	.	.	\$5
Enterprise operations	\$1,078,075	\$409	\$186
Total	\$54,871,570	\$20,323	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,415,212	35.9	29.0
Instructional Aide Salaries	\$2,199,495	14.6	10.6
Other Salaries	\$1,374,798	9.1	10.1
Employee Benefits	\$2,758,367	18.3	13.1
Purchased Services Other Than Transportation	\$1,158,530	7.7	5.9
Special Education Tuition	\$1,304,443	8.6	21.8
Supplies	\$99,566	0.7	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$722,393	4.8	8.1
Equipment	\$45,104	0.3	0.2
All Other Expenditures	\$3,975	0.0	0.1
Total	\$15,081,884	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.5	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	79.2
State	11.6
Federal	4.0
Tuition & Other	5.2

⁴ 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 2022-23

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	128	81.1	128	82.6	55	87.6
Black or African American	25	66.5	24	61.9	10	*
Hispanic or Latino of any race	124	68.0	124	64.7	48	61.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	78	70.7	78	65.9	35	68.8
White	898	70.6	894	68.0	409	70.7
English Learners/Multilingual Learners	73	63.6	73	62.8	20	61.5
Non-English Learners/Non-Multilingual Learners	1,184	71.9	1,179	69.3	540	71.6
Eligible for Free or Reduced-Price Meals	287	62.3	285	59.8	121	58.4
Not Eligible for Free or Reduced-Price Meals	970	74.1	967	71.6	439	74.8
Students with Disabilities	241	52.3	239	48.1	101	50.7
Students without Disabilities	1,016	75.9	1,013	73.8	459	75.8
High Needs	470	60.4	466	57.3	190	59.2
Non-High Needs	787	77.9	786	75.8	370	77.5
District	1,257	71.4	1,252	68.9	560	71.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.8	93.8	93.0	93.4	742	92.6
Curl Up	91.1	93.8	94.3	98.7	746	94.8
Push Up	80.7	88.8	89.5	97.3	742	89.8
Mile Run/PACER	75.0	76.6	79.6	85.8	723	79.8
All Tests - District	64.5	64.4	74.5	81.0	712	71.9
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2022-23

East Lyme School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	23	91.3
White	179	92.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66	89.4
Students with Disabilities	40	62.5
District	250	91.6
State		88.9

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.

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	183	74.1
Male	95.5	*	*
Non-Binary	*	*	*
Black or African American	*	*	*
Hispanic or Latino	94.6	19	51.4
White	97.9	273	71.1
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.1	48	47.5
Students with Disabilities	79.2	11	15.3
District	96.5	359	69.6
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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.

Copyright © 2023 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2023 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2023

College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	87.4	94.9
Male	70.5	89.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	76.2	*
White	76.0	91.9
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	66.2	91.7
Students with Disabilities	37.1	*
District	78.8	92.3
State	66.1	87.7

⁵ 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.

⁶ 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 2022-23

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	71.4	75	47.6	50	95.2	63.9
	High Needs Students	60.4	75	40.3	50	80.6	54.1
Math Performance Index	All Students	68.9	75	45.9	50	91.9	59.7
	High Needs Students	57.3	75	38.2	50	76.4	48.9
Science Performance Index	All Students	71.3	75	47.5	50	95.0	61.6
	High Needs Students	59.2	75	39.5	50	79.0	51.1
ELA Academic Growth	All Students	61.7%	100%	61.7	100	61.7	57.2%
	High Needs Students	55.7%	100%	55.7	100	55.7	52.5%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	61.8%
	High Needs Students	53.9%	100%	53.9	100	53.9	55.5%
Progress Toward English Proficiency	Literacy	80.9%	100%	40.5	50	80.9	55.3%
	Oral	71.7%	100%	35.8	50	71.7	56.1%
Chronic Absenteeism	All Students	10.0%	<=5%	40.0	50	80.1	20.0%
	High Needs Students	16.8%	<=5%	26.5	50	52.9	28.5%
Preparation for CCR	% Taking Courses	99.0%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	69.6%	75%	46.4	50	92.8	44.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		91.6%	94%	97.4	100	97.4	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		89.5%	94%	95.2	100	95.2	85.6%
Postsecondary Entrance (Class of 2022)		78.8%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		91.3% 71.9%	75%	47.9	50	95.9	93.0% 45.5%
Arts Access		57.8%	60%	48.1	50	96.3	54.5%
Accountability Index				1170.9	1450	80.8	

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 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	60.4	14.6	16.6	
Math Performance Index Gap	75.0	57.3	17.7	18.0	
Science Performance Index Gap	75.0	59.2	15.8	17.8	
Graduation Rate Gap	94.0%	89.5%	4.5%	8.7%	N

¹If 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.

²If 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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	97.0
	High Needs Students	93.5
Math	All Students	96.7
	High Needs Students	92.9
Science	All Students	95.8
	High Needs Students	91.6

³Minimum 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: 55.8 State: 49.6

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2022-23

East Lyme School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Annual school district improvement plans remain aligned to the District Improvement Plan and Board of Education Goals. Through a focus on Social and Emotional Learning, High Impact Teaching, Diversity/Equity/Inclusion, and Culture and Climate we will support our administration, staff, and families in bringing forth a robust learning experience for our students. ELPS is committed to focusing on these four goals, and the following outlines the work and identified outcomes we expect to occur.

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 considers 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 regarding 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. Online learning hubs such as Seesaw and Google Classroom provide equitable access to learning materials for all students as well as ensure consistent communication between students, educators, and families during the learning experience.

All elementary schools have active PTAs that assist in building community support for education and student needs. Parent, school counselor and support staff relationships continue to be a priority to ensure a safe and nurturing environment for all students.

A Family University Series was offered to all parents this year which included both in person and virtual events to support the home-school connection. Topics addressed in these events included How to Understand the Elementary School Standards Based Report Card, The Impact of Social Media on the Adolescent Brain, How to Support Children with Anxiety, and Understanding the Impact of Drugs and Alcohol on Adolescents including what signs to look for at home. Some of these sessions were offered in partnership with our East Lyme Youth Service department.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The school district continues to make available the opportunity for students to attend regional magnet schools.

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 digital streaming platform allows several classrooms to engage with students and professionals from outside the town, state and even country. 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.

One of our priority areas for professional development this year was restorative practice. By prioritizing open dialogue, empathy, and understanding, restorative practices create opportunities for individuals from diverse backgrounds to come together, share their experiences, and build meaningful connections. These practices encourage active listening, validation of each person's perspective, and the acknowledgment of systemic inequalities that contribute to isolation. Through facilitated discussions, restorative circles, or community-building activities, individuals can gain insight into the lived experiences of others and develop a sense of belonging and interconnectedness. By addressing the underlying biases and structural barriers that perpetuate isolation, restorative practices promote a culture of inclusivity, equity, and social cohesion.

District Profile and Performance Report for School Year 2022-23

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 so that each student receives the necessary materials, supplies and texts. Additionally, East Lyme is a 1:1 device district to ensure equitable access to materials at all times. The district supports several educational programs across all five schools; in order to ensure a common experience for all students which help to provide an equitable experience 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. 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 Learning principles.