

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24



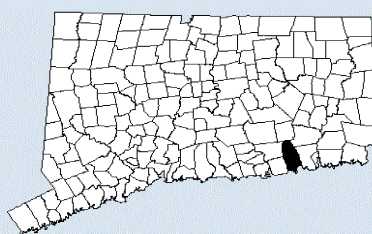
East Lyme School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,506
Per Pupil Expenditures ¹	\$21,125
Total Expenditures ¹	\$56,488,659

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	1,286	51.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	238	9.5	5.2
Black or African American	47	1.9	12.5
Hispanic or Latino of any race	245	9.8	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	156	6.2	4.7
White	1,810	72.2	46.2
English Learners/Multilingual Learners	105	4.2	10.5
Eligible for Free or Reduced-Price Meals	614	24.5	44.0
Students with Disabilities ³	493	19.7	17.9

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	*	*	26	2.1
Male	97	7.6	100	7.5
Non-Binary	*	*	0	*
Black or African American	*	*	8	16.7
Hispanic or Latino of any race	40	16.1	16	6.1
White	126	7.2	89	4.8
English Learners/Multilingual Learners	11	10.0	*	*
Eligible for Free or Reduced-Price Meals	105	17.5	54	7.9
Students with Disabilities	62	12.4	48	8.4
District	191	7.8	126	4.9
State		17.7		7.0

Number of students qualified as truant under state statute: 340

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 2023-24

East Lyme School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	196.0
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	107.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	11.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.8
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	20.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	142.2

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.4
Black or African American	2	0.7	4.8
Hispanic or Latino of any race	6	2.1	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	284	96.9	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	13.3

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	*	*	10	*
Hispanic or Latino of any race	18	*	18	*
White	166	97.6	185	100.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	51	100.0	57	98.3
Students with Disabilities	39	95.1	43	95.6
District	216	97.7	253	98.8
State		88.4		94.6

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	53.3
Emotional Disability	8	38.1
Intellectual Disability	*	*
Learning Disability	120	76.4
Other Health Impairment	67	60.9
Other Disabilities	*	*
Speech/Language Impairment	49	75.4
District	288	65.6
State		66.8

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 2023-24

East Lyme School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	3.4	2.6
Emotional Disability	21	0.9	1.1
Intellectual Disability	7	0.3	0.6
Learning Disability	158	6.7	6.4
Other Health Impairment	112	4.8	3.5
Other Disabilities	12	0.5	1.2
Speech/Language Impairment	67	2.9	2.0
All Disabilities	456	19.4	17.3

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	10	2.2	8.0
Private Schools or Other Settings	6	1.3	4.6

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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,029,226	\$11,604	\$12,942
Support services - students	\$5,241,715	\$2,006	\$1,724
Support services - instruction	\$1,757,863	\$673	\$905
Support services - general administration	\$2,184,397	\$836	\$520
Support services - school based administration	\$3,070,855	\$1,175	\$1,207
Central and other support services	\$2,868,569	\$1,098	\$771
Operation and maintenance of plant	\$7,008,275	\$2,682	\$2,101
Student transportation services	\$2,225,987	\$913	\$1,582
Food services	.	.	\$8
Enterprise operations	\$1,101,773	\$422	\$213
Total	\$56,488,659	\$21,125	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,741,505	34.8	27.6
Instructional Aide Salaries	\$2,125,719	15.6	10.2
Other Salaries	\$1,325,995	9.7	10.5
Employee Benefits	\$2,494,367	18.3	13.2
Purchased Services Other Than Transportation	\$1,092,755	8.0	6.4
Special Education Tuition	\$943,899	6.9	22.2
Supplies	\$58,475	0.4	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$779,589	5.7	8.4
Equipment	\$55,333	0.4	0.3
All Other Expenditures	\$2,654	0.0	0.1
Total	\$13,620,292	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.1	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	80.7
State	11.2
Federal	3.0
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 2023-24

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	108	81.1	108	86.0	55	83.2
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	121	67.4	121	63.9	52	65.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	71	73.9	71	71.8	28	75.6
White	840	73.2	835	69.1	379	70.7
English Learners/Multilingual Learners	82	65.6	82	65.9	26	65.3
Non-English Learners/Non-Multilingual Learners	1,085	73.8	1,080	70.4	504	71.8
Eligible for Free or Reduced-Price Meals	275	64.9	273	61.0	127	65.3
Not Eligible for Free or Reduced-Price Meals	892	75.8	889	72.9	403	73.5
Students with Disabilities	221	55.4	219	51.8	81	53.9
Students without Disabilities	946	77.3	943	74.3	449	74.7
High Needs	455	63.8	452	60.5	187	62.9
Non-High Needs	712	79.2	710	76.2	343	76.2
District	1,167	73.2	1,162	70.1	530	71.5

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	84.8	78.2	94.8	94.8	684	88.6
Curl Up	81.4	89.5	95.9	94.8	676	90.7
Push Up	79.1	83.3	90.1	91.6	691	86.3
Mile Run/PACER	76.6	76.1	80.1	83.3	683	79.2
All Tests - District	58.1	61.1	74.0	78.4	658	68.5
All Tests - State	53.6	48.4	44.6	42.3		47.2

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 2023-24

East Lyme School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	15	*
White	201	96.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	57	93.0
Students with Disabilities	28	82.1
District	258	96.1
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	*	*
Male	159	61.9
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino	21	55.3
White	237	66.8
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	57	52.3
Students with Disabilities	19	22.1
District	320	67.1
State		44.3

³Students 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.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2024 The College Board. www.collegeboard.org

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

Copyright © 2024 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2024

College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	84.4	93.3
Male	77.0	95.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.4	93.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	66.1	88.4
Students with Disabilities	46.4	*
District	80.7	94.2
State	68.4	87.2

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 2023-24

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	73.2	75	48.8	50	97.6	63.9
	High Needs Students	63.8	75	42.5	50	85.1	54.1
Math Performance Index	All Students	70.1	75	46.7	50	93.4	60.2
	High Needs Students	60.5	75	40.3	50	80.7	49.5
Science Performance Index	All Students	71.5	75	47.7	50	95.4	61.8
	High Needs Students	62.9	75	42.0	50	83.9	51.4
ELA Academic Growth	All Students	67.6%	100%	67.6	100	67.6	58.7%
	High Needs Students	61.8%	100%	61.8	100	61.8	54.2%
Math Academic Growth	All Students	71.5%	100%	71.5	100	71.5	61.4%
	High Needs Students	68.0%	100%	68.0	100	68.0	55.1%
Progress Toward English Proficiency	Literacy	81.0%	100%	40.5	50	81.0	58.9%
	Oral	77.5%	100%	38.7	50	77.5	55.2%
Chronic Absenteeism	All Students	7.8%	<=5%	44.5	50	88.9	17.7%
	High Needs Students	13.4%	<=5%	33.2	50	66.3	25.5%
Preparation for CCR	% Taking Courses	98.3%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	67.1%	75%	44.7	50	89.4	44.3%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		96.1%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		92.7%	94%	98.6	100	98.6	86.6%
Postsecondary Entrance (Class of 2023)		80.7%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		89.4% 68.5%	75%	22.8	50	45.7	93.6% 47.2%
Arts Access		57.7%	60%	48.0	50	96.1	55.0%
Accountability Index				1208.1	1450	83.3	

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	63.8	11.2	16.9	
Math Performance Index Gap	75.0	60.5	14.5	18.2	
Science Performance Index Gap	75.0	62.9	12.1	17.9	
Graduation Rate Gap	94.0%	92.7%	1.3%	9.9%	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	95.0
	High Needs Students	90.3
Math	All Students	94.6
	High Needs Students	89.8
Science	All Students	94.1
	High Needs Students	88.7

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: 60.2

State: 49.7

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

District Profile and Performance Report for School Year 2023-24

East Lyme School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Annual school improvement plans remain aligned to the district improvement plan and Board of Education goals. Through a focus on 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 three 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, all stakeholders will see their part in achieving the school district's mission.

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 family conference opportunities twice throughout the school year. The district continues to use our school website to communicate to parent's programs and online resources to 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 and 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. At the district level, we host monthly Parent Advisory Council meetings which support district wide decision-making on items such as budget and academic, and extracurricular programming.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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

We strive 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 many venues. Throughout the grades, literature in language arts, social studies, music and art addresses diversity and cultures around the world. 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 continues to be centered around 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.

We have contracted with LEARN to provide professional development for certified staff and administrators on diversity, equity and inclusion and we will continue with this in the next academic year with the goal of continuing to build the capacity of our staff to ensure our classroom and buildings are welcoming and programming is accessible to all students.

Lastly, we most recently partnered with LEARN and six other local districts on the Regional Remote Learning program. This will provide access to course offerings outside of East Lyme. Students will have the opportunity to participate in classes with teachers and students from other districts in a hybrid learning environment.

District Profile and Performance Report for School Year 2023-24

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.