Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023−24
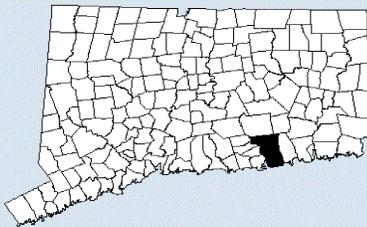
CONNECTICUT Education

Regional School District 18

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

District Information

Grade Range	**PK-12**
Number of Schools/Programs	**6**
Enrollment	**1,292**
Per Pupil Expenditures[1]	**$24,303**
Total Expenditures[1]	**$31,496,072**

[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

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 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.3
Male	664	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	37	2.9	5.2
Black or African American	6	0.5	12.5
Hispanic or Latino of any race	89	6.9	31.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	55	4.3	4.7
White	1,105	85.5	46.2
English Learners/Multilingual Learners	35	2.7	10.5
Eligible for Free or Reduced-Price Meals	164	12.7	44.0
Students with Disabilities[3]	185	14.3	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] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	51	8.9	*	*
Male	*	*	*	*
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	14.9	*	*
White	73	7.2	20	1.8
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	15	10.0	9	5.4
Students with Disabilities	28	16.2	6	2.8
District	95	8.0	26	2.0
State		17.7		7.0

Number of students qualified as truant under state statute: 18

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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	96.4
Paraprofessional Instructional Assistants	35.8
Special Education	
Teachers and Instructors	22.5
Paraprofessional Instructional Assistants	24.6
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	6.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	9.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	78.6

[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	0.6	1.4
Black or African American	1	0.6	4.8
Hispanic or Latino of any race	2	1.3	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	1.3	0.3
White	153	96.2	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	8	*
White	62	77.5	90	98.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	13	*
Students with Disabilities	11	*	11	*
District	76	75.2	108	98.2
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 Peers[3]

	Count	Rate (%)
Autism	22	68.8
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	42	95.5
Other Health Impairment	36	92.3
Other Disabilities	*	*
Speech/Language Impairment	32	94.1
District	139	84.8
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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	32	2.7	2.6
Emotional Disability	6	0.5	1.1
Intellectual Disability	8	0.7	0.6
Learning Disability	44	3.7	6.4
Other Health Impairment	39	3.3	3.5
Other Disabilities	10	0.8	1.2
Speech/Language Impairment	35	3.0	2.0
All Disabilities	174	14.7	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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.0
Private Schools or Other Settings	*	*	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 Expenditures[3]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$17,353,375	$13,390	$12,942
Support services - students	$2,034,799	$1,580	$1,724
Support services - instruction	$1,825,681	$1,417	$905
Support services - general administration	$947,906	$736	$520
Support services - school based administration	$2,211,777	$1,717	$1,207
Central and other support services	$1,691,488	$1,313	$771
Operation and maintenance of plant	$4,263,078	$3,310	$2,101
Student transportation services	$1,167,968	$966	$1,582
Food services	.	.	$8
Enterprise operations	.	.	$213
Total	$31,496,072	$24,303	$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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$3,017,499	42.2	27.6
Instructional Aide Salaries	$1,536,486	21.5	10.2
Other Salaries	$789,197	11.0	10.5
Employee Benefits	$905,786	12.7	13.2
Purchased Services Other Than Transportation	$207,791	2.9	6.4
Special Education Tuition	$289,038	4.0	22.2
Supplies	$51,334	0.7	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	$298,986	4.2	8.4
Equipment	$49,151	0.7	0.3
All Other Expenditures	$695	0.0	0.1
Total	$7,145,964	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.7	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	94.6
State	2.3
Federal	2.4
Tuition & Other	0.7

[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).

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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	41	70.7	41	70.3	23	72.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	31	75.8	31	73.5	16	*
White	520	77.0	519	76.0	210	77.6
English Learners/Multilingual Learners	28	60.4	28	62.7	10	*
Non-English Learners/Non-Multilingual Learners	586	77.0	585	76.1	250	78.1
Eligible for Free or Reduced-Price Meals	84	68.1	84	67.8	35	68.4
Not Eligible for Free or Reduced-Price Meals	530	77.5	529	76.7	225	78.5
Students with Disabilities	91	59.2	91	57.1	28	55.7
Students without Disabilities	523	79.2	522	78.7	232	79.7
High Needs	173	64.6	173	63.9	66	63.9
Non-High Needs	441	80.8	440	80.0	194	81.6
District	614	76.3	613	75.5	260	77.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
	NAEP 2022		NAEP 2013
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.3	69.2	86.2	92.2	351	82.1
Curl Up	95.8	94.5	97.7	93.5	351	95.4
Push Up	88.5	63.3	72.4	71.4	350	74.3
Mile Run/PACER	87.4	87.5	86.7	45.9	340	78.2
All Tests - District	72.6	50.0	63.9	31.1	340	55.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] 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.

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

Cohort Graduation: Four-Year[1]

	2022-23	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
White	95	97.9
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	21	95.2
Students with Disabilities	10	*
District	108	98.1
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 Readiness[3]

	Count	Rate (%)
Female	85	74.6
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino	11	*
White	129	75.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	71.4
Students with Disabilities	*	*
District	154	73.0
State		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.

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]	Persistence[6]
	Rate (%)	Rate (%)
Female	92.0	94.0
Male	65.5	92.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.8	92.4
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	80.0	*
Students with Disabilities	*	*
District	77.8	93.1
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

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	76.3	75	50.0	50	100.0	63.9
	High Needs Students	64.6	75	43.1	50	86.2	54.1
Math Performance Index	All Students	75.5	75	50.0	50	100.0	60.2
	High Needs Students	63.9	75	42.6	50	85.2	49.5
Science Performance Index	All Students	77.1	75	50.0	50	100.0	61.8
	High Needs Students	63.9	75	42.6	50	85.2	51.4
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	58.7%
	High Needs Students	59.0%	100%	59.0	100	59.0	54.2%
Math Academic Growth	All Students	72.2%	100%	72.2	100	72.2	61.4%
	High Needs Students	62.2%	100%	62.2	100	62.2	55.1%
Progress Toward English Proficiency	Literacy	71.2%	100%	35.6	50	71.2	58.9%
	Oral	56.1%	100%	28.1	50	56.1	55.2%
Chronic Absenteeism	All Students	8.0%	<=5%	44.1	50	88.2	17.7%
	High Needs Students	12.6%	<=5%	34.8	50	69.7	25.5%
Preparation for CCR	% Taking Courses	87.2%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	73.0%	75%	48.7	50	97.3	44.3%
On-track to High School Graduation		92.0%	94%	48.9	50	97.8	84.5%
4-year Graduation All Students (2023 Cohort)		98.1%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		97.4%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		77.8%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% | 55.6%	75%	37.1	50	74.1	93.6% | 47.2%
Arts Access		65.6%	60%	50.0	50	100.0	55.0%
Accountability Index				**1211.2**	**1450**	**83.5**	

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	64.6	10.4	16.9	
Math Performance Index Gap	75.0	63.9	11.1	18.2	
Science Performance Index Gap	75.0	63.9	11.1	17.9	
Graduation Rate Gap	94.0%	97.4%	0.0%	9.9%	N

[1]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.
[2]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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.2
	High Needs Students	99.4
Math	All Students	99.2
	High Needs Students	99.4
Science	All Students	98.5
	High Needs Students	98.5

[3]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: 49.7**

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

Narratives

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 has continued to expand and upgrade the use of interactive digital display 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.

Equitable Allocation of Resources among District Schools

The district is organized for elementary students into two K-5 schools and a single early childhood center. This organization makes comparable grade organizations, similarly sized schools, and addresses locational disadvantages for some preschool students. This also provides equal access to foundation services including administration, health, library, and other school based services.