

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



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	1,281
Per Pupil Expenditures	\$24,634
Total Expenditures	\$31,974,921

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	669	52.2	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	8	0.6	12.4
Hispanic or Latino of any race	88	6.9	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	54	4.2	4.8
White	1,094	85.4	45.1
English Learners/Multilingual Learners	34	2.7	11.3
Eligible for Free or Reduced-Price Meals	194	15.1	44.8
Students with Disabilities	195	15.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	70	12.1	*	*
Male	53	8.6	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	22	25.6	*	*
White	90	8.9	19	1.7
English Learners/Multilingual Learners	7	20.0	0	0.0
Eligible for Free or Reduced-Price Meals	33	16.5	*	*
Students with Disabilities	26	14.0	8	3.5
All Students - District	123	10.3	23	1.8
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 26
Number of school-based arrests: 0

District Profile and Performance Report for School Year 2024-25

Regional School District 18

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	92.9
General Education Paraprofessionals	40.1
Special Education Teachers and Instructors	21.5
Special Education Paraprofessionals	24.5
District Central Office Administrators	4.0
School Level Administrators	7.5
Library/Media Specialists (Certified)	3.4
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	8.4
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	75.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.3	1.4
Black or African American	1	0.7	4.9
Hispanic or Latino of any race	2	1.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	1.3	0.3
White	144	95.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	25	15.7	6.8
Teachers	16	13.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	8	*	11	*
White	65	83.3	79	100.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	16	*
Students with Disabilities	*	*	19	*
All Students - District	78	83.0	101	99.0
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	25	71.4
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	40	95.2
Other Health Impairment	40	93.0
Other Disabilities	0	0
Speech/Language Impairment	28	90.3
All Disabilities - District	141	84.4
All Disabilities - State		68.0

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 2024-25

Regional School District 18

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	38	3.2	2.9
Emotional Disability	7	0.6	1.1
Intellectual Disability	*	*	0.6
Learning Disability	42	3.5	6.5
Other Health Impairment	44	3.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	40	3.3	2.0
All Disabilities	180	15.0	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$17,473,205	\$13,462	\$13,471
Support services - students	\$2,084,477	\$1,615	\$1,826
Support services - instruction	\$1,742,835	\$1,350	\$972
Support services - general administration	\$955,197	\$740	\$568
Support services - school based administration	\$2,263,019	\$1,753	\$1,274
Central and other support services	\$1,919,897	\$1,487	\$761
Operation and maintenance of plant	\$4,288,440	\$3,322	\$2,125
Student transportation services	\$1,196,426	\$978	\$1,695
Food services	\$51,425	\$40	\$10
Enterprise operations	.	.	\$219
Total	\$31,974,921	\$24,634	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,093,492	43.1	26.4
Instructional Aide Salaries	\$1,473,537	20.5	10.1
Other Salaries	\$822,879	11.5	10.5
Employee Benefits	\$853,606	11.9	13.3
Purchased Services Other Than Transportation	\$318,926	4.4	6.8
Special Education Tuition	\$255,702	3.6	22.8
Supplies	\$54,031	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$283,853	4.0	8.7
Equipment	\$25,736	0.4	0.2
All Other Expenditures	\$705	0.0	0.1
Total	\$7,182,467	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	94.3
State	2.9
Federal	1.7
Tuition & Other	1.1

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 2024-25

Regional School District 18

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	45	68.9	45	65.4	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	29	81.4	29	76.0	12	*
White	537	79.7	537	77.6	232	80.9
English Learners/Multilingual Learners	28	58.6	29	58.4	13	*
Non-English Learners/Non-Multilingual Learners	603	79.8	603	77.5	262	80.9
Eligible for Free or Reduced-Price Meals	96	70.5	97	67.8	46	71.8
Not Eligible for Free or Reduced-Price Meals	535	80.4	535	78.2	229	82.1
Students with Disabilities	96	63.5	97	59.4	39	56.9
Students without Disabilities	535	81.7	535	79.7	236	84.3
High Needs	180	67.6	181	65.0	80	64.6
Non-High Needs	451	83.4	451	81.2	195	86.9
All Students - District	631	78.9	632	76.6	275	80.4

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	93.8	61.9	72.4	75.9	334	75.7
Curl Up	100.0	96.4	97.7	91.5	333	96.4
Push Up	83.8	66.7	67.4	82.9	332	75.0
Mile Run/PACER	89.7	63.9	74.7	68.4	327	74.0
All Tests - District	79.5	33.7	48.8	47.4	325	52.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Regional School District 18

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
White	89	96.6
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	85.0
Students with Disabilities	14	*
All Students - District	109	95.4
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	78	78.8
Male	*	*
Non-Binary	*	*
Black or African American	0	*
Hispanic or Latino of any race	13	61.9
White	123	78.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	66.7
Students with Disabilities	7	23.3
All Students - District	149	76.0
All Students - State		47.2

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 © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	84.5	97.8
Male	*	84.2
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.9	91.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	81.9	91.7
All Students - State	67.0	88.2

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.

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 2024-25

Regional School District 18

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.9	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.6	75	45.0	50	90.1	54.9
Math Performance Index	All Students	76.6	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	65.0	75	43.3	50	86.7	50.6
Science Performance Index	All Students	80.4	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	64.6	75	43.1	50	86.1	52.1
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	60.6%
ELA Academic Growth	High Needs Students	63.5%	100%	63.5	100	63.5	55.7%
Math Academic Growth	All Students	68.1%	100%	68.1	100	68.1	62.3%
Math Academic Growth	High Needs Students	62.6%	100%	62.6	100	62.6	55.9%
Progress Toward English Proficiency	Literacy	60.0%	100%	30.0	50	60.0	58.7%
Progress Toward English Proficiency	Oral	54.6%	100%	27.3	50	54.6	55.7%
Chronic Absenteeism	All Students	10.3%	<=5%	39.4	50	78.9	17.2%
Chronic Absenteeism	High Needs Students	14.9%	<=5%	30.1	50	60.3	24.8%
% Taking CCR Courses	All Students	91.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	76.0%	75%	50.0	50	100.0	47.2%
On-track to High School Graduation	All Students	98.8%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	83.9%	94%	89.2	100	89.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	81.9%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	52.0%	75%	34.7	50	69.3	49.0%
Arts Access	All Students	63.6%	60%	50.0	50	100.0	55.1%
Accountability Index				1193.3	1450	82.3	

Physical Fitness Estimated Participation Rate - District: 94.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.6	7.4	16.9	N
Math Performance Index Gap	75.0	65.0	10.0	18.4	N
Science Performance Index Gap	75.0	64.6	10.4	18.2	N
Graduation Rate Gap	94.0%	83.9%	10.1%	8.6%	Y

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.

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 (%)
ELA	All Students	98.3
ELA	High Needs Students	95.9
Math	All Students	98.5
Math	High Needs Students	96.4
Science	All Students	97.6
Science	High Needs Students	94.3

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: 50.2**

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

District Profile and Performance Report for School Year 2024-25

Regional School District 18

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.

District Profile and Performance Report for School Year 2024-25

Regional School District 18

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.

District Profile and Performance Report for School Year 2024-25

Regional School District 18

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	5.6	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	11.1	32.0
Retired	7	38.9	23.7
Teach/Admin in Other CT Dist	5	27.8	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	2	11.1	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	5.6	2.3
TOTAL	18		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.