

STRATEGIC SCHOOL PROFILE 2007-08

High School Edition

East Lyme High School**East Lyme School District**

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Location: 30 Chesterfield Road
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 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 1304
 5-Year Enrollment Change: 10.1%

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	32	2.5	9.3	23.8
Students Who Are Not Fluent in English	0	0.0	1.1	3.5
Students Identified as Gifted and/or Talented	34	2.6	6.2	4.6
Students with Disabilities	146	11.2	10.5	10.7
Juniors and Seniors Working 16 or More Hours Per Week	81	13.3	22.2	20.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.0	19.1	17.9
Biology I	20.2	20.4	18.6
English, Grade 10	19.7	20.2	18.4
American History	17.1	20.9	19.5

World Languages: Instruction was offered in the following world language(s): French, German, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,017	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 43 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2006-07 School Year	44.0	28.7

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2007	25.0	22.8	23.1

% of Class of 2007 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	94.9	91.9
Chemistry	78.4	70.1
4 or More Credits in Mathematics	48.6	63.7
3 or More Credits in Science	100.0	90.0
4 or More Credits in Social Studies	46.3	54.8
Credit for Level 3 or Higher in a World Language	78.7	58.7
2 or More Credits in Vocational Education	72.6	57.8
2 or More Credits in the Arts	40.2	39.8

Class of 2007

This school required more than the state minimum number of credits for graduation in health, physical education, science, world language.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	1.1	3.4
% of Gifted and/or Talented Students Who Received Services	0.0	51.0	42.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	67.6	73.9	72.0

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.6	3.1	2.7
% of Computers with Internet Access	100.0	98.9	99.5
% of Computers that are High or Moderate Power	100.0	96.7	96.8
# of Print Volumes Per Student*	25.4	16.2	15.6
# of Print Periodical Subscriptions	95	55	45

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	90.10
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	10.50
Paraprofessional Instructional Assistants	20.50
Library/Media Specialists and Assistants	3.30
Administrators, Coordinators, and Department Chairs	4.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	23.05

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.3	13.9	13.8
% with Master's Degree or Above	73.1	72.8	72.2
Teacher Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	9.4	9.0	8.9
% Assigned to Same School the Previous Year	79.6	77.1	76.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At East Lyme High School we are committed to improving communication with parents and families in order to increase the overall quality of the learning experience for our students. Parents have always been urged to participate in school events and activities, which they do in large numbers. Over eight hundred parents will attend our Back-To-School-Night and this is consistent with other evening programs addressing specific issues including ninth grade transition, MySpace concerns, senior family dynamics, and drugs and alcohol problems. Community outreach includes a history lecture series, an Alumni Career Luncheon, and the annual School Expo showcasing the works of hundreds of our students. Last year a concerted effort was made to develop a viable parent organization, the Parent Advisory Network (PAN), which has been successful this year. The PAN is dedicated to improving communication between school and home, actively supporting faculty and programs, developing programs of need and interest, and providing information and feedback to and from the school community. The PAN has sent welcome letters to new parents, and will assist in running a "Parents Talking With Parents" forum during our Freshman Parents' Night. In addition, the school has expanded its modes of communication with parents in order to provide more accurate and timely information for families. The high school website has expanded to include Edline, Naviance, The Viking Explorer, and the school newspaper The Saga. All of these provide different types of information and news in a variety of areas. Edline, in particular, provides course expectations, updated assignments, regular attendance updates, progress reports, and report cards. The district also hopes to utilize the local cable access Channel 19 to present regular programming of interest to the entire community.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	19	1.5
Asian American	86	6.6
Black	17	1.3
Hispanic	43	3.3
White	1,139	87.3
Total Minority	165	12.7

Percent of Minority Professional Staff: 1.7

Open Choice: 3 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 3.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 18.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

East Lyme has become a more diverse community over the past few years and now has a total minority population of 12.3%. Regardless, East Lyme still seeks connections with other communities both near and far to help reduce racial, ethnic and economic isolation. At present, the final students from the "Choice" program are completing their education at the high school. This year the school hosted an exchange student and plans on hosting two more next year. In March students from Japan again visited the school for two weeks as part of our annual International Exchange Program. A concerted effort was made this year to integrate the Japanese students more fully into the life of the high school. A similar program in October brought a group of students from Germany to the high school for a two week visit. Notably, ELHS continued its Sister School Partnership with Middle School #17 in Zibo, China. There is on-going discussion about how to expand the partnership between the two schools. The Diversity Club, Amnesty International, Peace Club and GSA (Gay-Straight Alliance) continue to be active on campus. Distance learning continues to expose students to other races and cultures. Our African-American History course continues with Bridgeport Central High School and features exchanges between the two schools. Many classes continue Distance Learning connections with schools and students in Columbia, Peru, Argentina, Spain, Mexico and France. Students traveled to Germany, Italy and Bermuda this year. Freshman Academy and the school's successful Mentor/Mentee program continue to work on promoting tolerance, understanding, and good citizenship. A number of important programs on these topics were offered throughout the year.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	44.9	38.9	66.3

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses	School	State High Schools
Number of Courses for which Students were Tested	18	9.1
% of Grade 12 Students Tested	31.6	21.0
% of Exams Scored 3 or More*	80.8	71.5

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	65.6	45.5	81.9
Writing Across the Disciplines	78.0	57.9	81.2
Mathematics	75.2	50.1	88.4
Science	72.2	46.3	87.9

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2007	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	526	504	77.1
Critical Reading	516	502	72.1
Writing	516	503	70.4
% of Graduates Tested	83.1	77.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	97.4	92.6	67.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.7	6.2	63.3
2006-07 Annual Dropout Rate for Grade 9 through 12	1.2	1.7	48.7

Activities of Graduates	School	State
% Pursuing Higher Education	86.8	83.4
% Employed, Civilian and Military	11.1	12.3

Student Attendance	School	State High Schools
% Present on October 1	98.0	94.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 85 students were responsible for these incidents. These students represent 6.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	3	1
Theft	4	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	6	0
Property Damage	4	6
Weapons	4	0
Drugs/Alcohol/Tobacco	31	2
School Policy Violations	62	0
Total	122	9

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The high school has established three overall improvement goals for itself, under which many more focused aims and objectives fall: to improve student learning, to enhance community and connectedness, and to utilize educational technology meaningfully and purposefully. Last year much progress was made in four areas devoted to the improvement of student learning. First, departmental rubrics for the school's learning expectations were implemented, allowing teachers to more fully link classroom instruction and assessment with the overall stated goals of the school's mission. Second, the English department and representatives from other departments developed and tested electronic portfolios as measures of assessing student achievement and improvement. Third, four co-taught classes were created to better address the learning needs not only of special needs students, but also of others who required more differentiated instruction. Finally, a number of departments devoted time to studying and implementing new reading strategies in order to improve the overall reading abilities of all of our students. In addition, the high school created seven School Improvement Teams aligned with the seven standards outlined by the NEASC accreditation association. These groups have become knowledgeable in NEASC expectations and are studying the school's present programs and will make recommendations for improvement leading to the school's Self-Study and Accreditation visit scheduled for the fall of 2010. Discussions regarding cooperative programs with local colleges have continued and flourished. Three Rivers Community College now offers five courses at the high school, and plans are being made to offer courses from Mitchell College as well. The re-creation of a Continuing Education program including an expanded summer school is also under consideration. This year a summer school program using the Virtual Learning Academy (VLA) was put into operation. There were 25 students enrolled in courses including English I-IV, Algebra I and II, Integrated Science, World History, and United States History. Spanish I – IV was offered on site in the traditional manner. The results of the VLA classes will be examined by staff to see if this method of instruction is viable. East Lyme High School will continue to explore credit recovery using VLA for expelled students and special home instruction situations.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The faculty and staff of nearly 150 are dedicated, energetic and professional, and they provide an excellent educational experience for all students. The parents, Board of Education and Central Office staff are all very committed to seeing that the children of East Lyme and Salem receive a high quality education. East Lyme entertains a reputation as an excellent school, and if based on the C.A.P.T. performance alone, it ranks in the top 10 of all high schools in the state of Connecticut. In the more immediate southeastern Connecticut region, its programs are generally acknowledged for their excellence and are often imitated by others for their innovation and high quality. Certainly all benchmarks, CAPT, SAT, AP, underscore the high quality of academic programs, and the lists of extracurricular and athletic achievements are noteworthy.

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