

STRATEGIC SCHOOL PROFILE 2007-08**East Lyme School District**

PAUL E. SMOTAS, Superintendent
Telephone: (860) 739-3966

Location: Boston Post Road
East Lyme,
Connecticut

Website: www.eastlymeschools.org/

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$28,765
Town Population in 2000: 18,118	Percent of Adults without a High School Diploma in 2000*: 12.1%
1990-2000 Population Growth: 18.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 98.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 3,254
5-Year Enrollment Change -0.5%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	171	5.3	10.5	28.7
K-12 Students Who Are Not Fluent in English	23	0.7	2.4	5.4
Students Identified as Gifted and/or Talented*	96	3.0	4.5	4.0
PK-12 Students Receiving Special Education Services in District	388	11.9	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	173	88.7	84.1	79.2
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	81	13.3	22.2	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	31	1.0
Asian American	265	8.1
Black	66	2.0
Hispanic	105	3.2
White	2,787	85.6
Total Minority	467	14.4

Percent of Minority Professional Staff: 1.0%

Open Choice: 3 students attended this district 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: 4.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 30.

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.

All five schools are involved in programs that reduce racial, ethnic and economic isolation. Throughout the school year we strive to improve our children's understanding of the larger world. In Kindergarten, students experienced books on the life of Martin Luther King, Jr., Kwanza art activities and texts, traditions and artifacts of India, and activities about Chinese New Year. Spanish is taught in grades 1 and 2. In Language Arts, books are chosen that delve into a variety of topics such as the homeless and inner city life. Multicultural curricular materials, celebrations and resources are utilized throughout the grades. Parents volunteer as resource speakers to help explain unique aspects of their background and culture. Third grade students study different countries and cultures and parents are encouraged to visit classes and share their culture, traditions, and ethnic food. Additionally, third grade students learn about the customs, culture, and historical significance of dances and musical instruments from Brazil and Mexico. The fourth grade social studies curriculum focuses on the Native American culture. Visits to the Pequot Museum occur and Indian celebrations are experienced. ELMS was accepted into the O'Ambassador project sponsored by Oprah Angels and Free the Children. Our grade 6 and 7 social studies and Language Arts curricula focused on cultures around the world and the resolution of conflicts. Guest speakers and assembly programs enhanced the curricula and further expanded our students' understandings of the global community and its diversity. Community service activities included the donation and collection of food and other goods to local charity organizations by middle and high school students. Local clean up efforts helped our students to connect with others in the neighborhood, our local region, and our world. In March, 35 students from Japan visited the high school for two weeks as part of our annual International Exchange Program. A similar program is planned with a group of students from Germany this fall. ELHS has entered into a Sister School Partnership with Middle School #17 in Zibo, China. Two of our teachers traveled to Beijing, Shanghai and Lhasa, Tibet to gather information for the program. One of the teachers also attended the CT Multicultural Education Conference. The Diversity Club, Amnesty International, Peace Club and the Gay/Straight Alliance continue to be active on campus. Distance learning connections continue with schools and students in Columbia, Peru, Argentina, Spain, Mexico and France. Students traveled to France, Montreal, Chile and Bermuda this year. Freshman Academy and the Mentor/Mentee program continue to work on promoting tolerance, understanding, and good citizenship. One of the Superintendent's goals is to show evidence of minority recruiting.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.5	52.0	76.7
Writing	80.8	63.4	84.0
Mathematics	77.2	60.0	74.8
Grade 4 Reading	81.0	55.9	94.3
Writing	83.2	62.9	86.8
Mathematics	81.0	60.3	84.3
Grade 5 Reading	78.2	62.2	74.1
Writing	77.7	64.5	65.4
Mathematics	82.8	65.9	75.3
Science	79.7	54.9	85.8
Grade 6 Reading	84.0	66.3	78.0
Writing	75.8	61.9	71.4
Mathematics	82.8	66.4	74.4
Grade 7 Reading	88.9	71.1	86.5
Writing	76.6	62.0	70.3
Mathematics	82.0	63.0	76.8
Grade 8 Reading	79.1	64.8	66.0
Writing	72.7	63.4	51.6
Mathematics	76.4	60.8	63.5
Science	77	58.6	67.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

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

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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	65.6	45.5	76.9
Writing Across the Disciplines	78.0	57.9	76.2
Mathematics	75.2	50.1	86.9
Science	72.2	46.3	83.8

For more detailed CAPT results, go to www.ctreports.com.

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

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	44.1	36.1	70.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.1	77.6	
Average Score	Mathematics	526	504	70.0
	Critical Reading	516	502	63.8
	Writing	516	503	61.5

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	97.4	92.6	66.2
Cumulative Four-Year Dropout Rate for Class of 2007	2.7	6.2	58.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.2	1.7	43.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.8	83.4
% Employed (Civilian Employment and in Armed Services)	11.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	207.24
Paraprofessional Instructional Assistants	13.30
Special Education	
Teachers and Instructors	30.20
Paraprofessional Instructional Assistants	87.00
Library/Media Specialists and Assistants	8.90
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.80
School Level	10.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	139.55

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.1	13.6
% with Master's Degree or Above	75.4	74.9	75.6

Average Class Size	District	DRG	State
Grade K	16.2	17.4	18.1
Grade 2	18.1	19.1	19.3
Grade 5	18.3	20.6	20.9
Grade 7	16.7	21.0	20.5
High School	18.9	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	970	987	987
Middle School	985	1,023	1,017
High School	1,017	1,001	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.9	3.7	3.4
Middle School	2.4	3.0	2.7
High School	2.6	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$22,603	\$7,024	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$657	\$204	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,488	\$463	\$443	\$364	\$429
Student Support Services	\$1,326	\$412	\$764	\$705	\$761
Administration and Support Services	\$3,580	\$1,112	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$4,679	\$1,454	\$1,329	\$1,202	\$1,322
Transportation	\$1,340	\$422	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,897	N/A	N/A	N/A	N/A
Other	\$755	\$234	\$147	\$139	\$145
Total	\$38,324	\$11,684	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,644	\$1,132	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$8,130,732
Percent of Total PK-12 Expenditures Used for Special Education	21.2%

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.8	17.7	1.9	6.6
Excluding School Construction	71.5	19.2	2.1	7.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education policy ensures that each school in the district receives an equitable level of materials and financial resources. Through the budget process, per pupil expenses are equalized at each of the three elementary schools to guarantee that all funding levels are based on projected enrollment rather than other criteria. Program change proposals, district cost centers, and other innovative district-wide proposals do not come out of the per pupil allocation. The equalization of per pupil allocation assures that each student receives the necessary materials, supplies and texts to conform to equitable allocation of resources. Once the proposed budget is adopted, and for the past year it was at a level significantly lower than that originally requested, appropriate reductions are made “across the board,” but the same per student expenditure ratio described above is maintained as much as possible. The district encourages activities calculated to promote professional advancement and learning in the classroom. Examples include New Teachers' Orientation, Substitute Teacher and Paraprofessional Training Workshops, and districtwide and individual professional development.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	366
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	36	1.2	0.8	0.7
Learning Disability	129	4.3	3.3	4.0
Intellectual Disability	11	0.4	0.4	0.5
Emotional Disturbance	16	0.5	0.9	1.0
Speech Impairment	25	0.8	2.5	2.4
Other Health Impairment*	112	3.7	2.2	2.1
Other Disabilities**	37	1.2	0.8	0.9
Total	366	12.2	10.9	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	90.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.4	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	42.1	20.4	80.4	62.1
	Writing	25.0	19.3	77.5	63.0
	Mathematics	37.8	22.6	80.3	62.7
	Science	45.6	22.2	78.2	56.8
CAPT	Reading Across the Disciplines	14.7	11.4	65.6	45.5
	Writing Across the Disciplines	37.1	16.3	78.0	57.9
	Mathematics	34.3	14.7	75.2	50.1
	Science	28.6	14.4	72.2	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	38.0
	% With Accommodations	62.0
CAPT	% Without Accommodations	51.3
	% With Accommodations	48.7
% Assessed Using Skills Checklist		12.1

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.3
Private Schools or Other Settings	20	5.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	235	64.2	73.4	71.6
40.1 to 79.0 Percent of Time	93	25.4	16.6	16.6
0.0 to 40.0 Percent of Time	38	10.4	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The School District Improvement Plan is based on the Superintendent's BOE approved goals, and district-wide standardized test data, including annual CMT and CAPT student performance results (including SPED students). Encouraging and enhancing the amount of parent involvement is inherent in the Superintendent's goals and directly found in subsequent school plans. Once the goals are approved, the leadership team which is composed of all district administrators, will focus on developing a time line for completion. Most often goals are to be completed on an annual basis and evidence is compiled in a portfolio to support attainment. It should be noted that annual standardized test data disaggregated by school, as well as the Superintendent's goals are used as a basis for individual school improvement plans. The superintendent's goals for 2007-2008 included:

1) Education Program (Instruction and Curriculum)

A. Articulate a common vision and oversight for the district in the areas of professional development, Responsive classroom, consistent instructional time allocation for grades 1-4, Middle School instructional models

B. Explore, define and develop mission and vision statements for Early childhood education, Full-day Kindergarten, ensure completion of Enhanced Day Subcommittee work

2) Relationships

A. Support and maintain positive relationships with staff, students, parents and residents of East Lyme represent ELPS at all local/town meetings as necessary and all education functions sponsored at the State and National level when appropriate

B. Reengage and develop positive relationships with the new Board of Education Chairman and Secretary

C. Develop and implement positive relationships with new teaching and administrative staff

All were attained as evidenced by portfolio artifacts.

East Lyme special education program improvement is directly linked to individual student improvement. As required by law, reviews are held annually to assess student and therefore program success. Informal and formal assessments are reviewed including general education classroom grades, CMT/CAPT performance and the functioning of the whole child to better inform the selection of appropriate interventions and supports to assure student success. CMT cohort group data are reviewed to determine curricular and instructional areas of strength and areas in need of review. As a result of program review activities, a variety of program modifications have been instituted for the 2008-2009 school year. East Lyme Middle School has restructured the student services model to incorporate a special education teacher into each academic team. This program initiative is aimed at providing appropriate services to all students within the general education setting to the greatest extent possible. The Integrated Primary Program introduced last year with a strong discrete trial component enters a second year, expanded from a Kindergarten to a Primary focus. The high school co-teaching initiative has begun a third year, increasing the number of co-taught classes and time with typically developing peers. The emphasis on differentiated instruction is ongoing with professional development time committed to the topic across the district. ESY programming continues to expand with a variety of programs offered pre-k through 21. Maintaining appropriate levels of service and program improvement are an ongoing commitment of East Lyme Schools.

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