

**EAST LYME BOARD OF EDUCATION
East Lyme, Connecticut**

"East Lyme Public Schools will inspire, engage and educate each student to become a contributing citizen and a responsible, independent, and critical thinker."

Monday, December 4, 2017

REGULAR MEETING

6:00 PM

Room B101, East Lyme High School

MINUTES

Board Members Present: Tim Hagen (Chair), Al Littlefield (Secretary), Eric Bauman (arrived 6:28 p.m.), Jill Carini (arrived 6:35 p.m.), Candice Carlson, Bill Derry, Leigh Gianakos, John Kleinhans, Barbara Senges, Jaime Barr Shelburn

Board Members Absent: None

Administrators Present: Jeffrey Newton (Superintendent), Amy Drowne (Assistant Superintendent for Curriculum, Instruction and Assessment), Kim Davis (Director of Student Services), Linda Anania (Principal, Flanders Elementary School), Melissa DeLoreto (Principal, Lillie B. Haynes Elementary School), Jeff Provost (Principal, Niantic Center Elementary School), Jason Bitgood (Principal, ELMS), Mike Susi (Principal, East Lyme High School), Maryanna Stevens (Director of Finance, Marketing and Growth Management), Pat Lannon (Technology Director, ELPS)

I. CALL TO ORDER – 6:13 p.m. by Superintendent Newton

A. Election of Board Chair

Superintendent Newton called for nominations for Board Chair.

Al Littlefield nominated Tim Hagen for Board Chair. Bill Derry seconded the nomination. There were no other nominations for Board Chair and nominations were closed.

MOTION: Al Littlefield moved to elect Tim Hagen for Board Chair; Bill Derry seconded.

VOTE: UNANIMOUS

MOTION CARRIED

Tim Hagen was congratulated and assumed the position of Board Chair.

B. Election of Board Secretary

Chair Tim Hagen called for nominations for Board Secretary. Jaime Barr Shelburn nominated Al Littlefield for Board Secretary. Candice Carlson seconded the nomination. There were no other nominations for Board Secretary and nominations were closed.

MOTION: Leigh Gianakos moved to elect Al Littlefield for Board Secretary; Barbara Senges seconded.

VOTE: UNANIMOUS

MOTION CARRIED

Al Littlefield was congratulated and assumed the position of Board Secretary.

II. PLEDGE OF ALLEGIANCE – Led by Chair Tim Hagen

III. PUBLIC COMMENT – None

APPROVAL OF MINUTES

MOTION: Jaime Barr Shelburn moved approval of minutes of the Board of Education Regular Meeting of November 20, 2017 as presented; Candice Carlson seconded.

VOTE PRO: Tim Hagen, Al Littlefield, Jaime Barr Shelburn, Bill Derry, Leigh Gianakos, Barbara Senges

VOTE CON: None

ABSTAIN: Candice Carlson, John Kleinhans

MOTION CARRIED 6:0:2

V. SPECIAL REPORTS**A. Student Representative** – ELHS Senior Conrad French

- Update on holiday toy drives and canned food drives
- Saturday, 12/16/17 is the Breakfast with Santa, hosted by Peers Reaching Out (PRO)
- Fundraiser volleyball game between teachers and senior students
- Friday, 12/22/17 is the Annual ELHS Extravaganza and Telethon. The proceeds will benefit the Miracle League of Southeastern Connecticut.
- Wednesday, 12/20/17 is the Annual ELHS Winter Concert
- 12/18 – 12/22/17 is ELHS Basketball Tournament
- Fall drama production of *Unnecessary Farce* was great!

B. Salem Board of Education Representative None present.**C. East Lyme Selectman Representative** None present.**D. Other Representatives** None.**VI. CONSENT AGENDA**

MOTION: Jaime Barr Shelburn moved to approve the Consent Agenda as presented (A. Proposed ELHS Out-of-Country Field Trip to Costa Rica from April 14 -21, 2018); Leah Gianakos seconded.

VOTE: UNANIMOUS

MOTION CARRIED

VII. DISCUSSION/ACTION ITEMS**A. Finance/Facilities/Community****1. Discussion/action re: Proposed ELPS Calendar for the 2018/2019 School Year**

Superintendent Newton recommended for approval the proposed ELPS Calendar for the 2018/2019 school year and stated the calendar is based on feedback from Board members, administrators, the ELTA and ELAA, PDEC, and the Parent Advisory Council, as well as the architect and construction manager for the elementary school alteration projects.

The only change from the present year's calendar was to move the professional development day attached to the Labor Day weekend to two weeks later in September.

MOTION: Bill Derry moved to approve the proposed ELPS Calendar for 2018-2019 as presented; Barbara Senges seconded.

VOTE PRO: Tim Hagen (Chair), Candice Carlson, Bill Derry, Leigh Gianakos, John Kleinhans, Barbara Senges

VOTE CON: Al Littlefield (Secretary), Jaime Barr Shelburn

ABSTAIN: None

MOTION CARRIED 6:2:0

2. Discussion/action re: Proposed EL BOE Meeting Date Calendar for 2018

Chair Tim Hagen presented the proposed EL BOE Meeting Date Calendar for 2018.

MOTION: Jaime Barr Shelburn moved to approve the proposed EL BOE Meeting Date Calendar for 2018 as presented; Leigh Gianakos seconded.

VOTE: UNANIMOUS

MOTION CARRIED

3. **Discussion re: Proposed Board of Education Committee Assignments for CY 2018**

Chair Tim Hagen presented the recommended EL BOE Committee Assignment List for CY 2018. Board members were asked to contact him before December 11 with any requested changes.

4. **Discussion re: ELPS Elementary Redistricting Update**

Superintendent Newton informed the Board that Mike Zuba from Milone and MacBroom will present his report at the next meeting on December 11.

5. **Discussion re: ELPS Elementary School Alteration Projects Update**

Chair Tim Hagen and Superintendent Newton updated the Board on the November 28 Town Building Committee meeting. A detailed breakdown of the major elements at each of the schools was not available and another meeting was scheduled for Wednesday, December 13, 2017. Elementary principals are working through phasing, Architect Al Jacunski will update the Board in January, and bidding is scheduled for February.

B. Instruction

1. **Discussion re: Student Assessment Result Presentation**

Assistant Superintendent for Curriculum, Instruction and Assessment Amy Drowne took the Board through the attached PowerPoint entitled *Accountability, Achievement and Growth: What are our Students Telling Us?* Principal Mike Susi presented ELHS student assessment results for the 2016/2017 school year. Presentations and information provided are attached to the end of these minutes.

C. Personnel

D. Policy

E. Other

VIII. ADMINISTRATION REPORTS

A. Superintendent of Schools – Mr. Jeffrey Newton

- Conversation regarding the \$545k withholding will take place at the next FFO meeting
- The micro grid project will not move forward at this time and will be revisited with the town for next year if dollars are available.
- Notes from middle school students were distributed to BOE members thanking them for their community service.

B. Assistant Superintendent Curriculum, Assessment, & Instruction – Mrs. Amy Drowne
had no report.

C. Director of Finance, Marketing and Growth Management – Mrs. Maryanna Stevens
- Central Office roof replacement project was closed-out with the State.

IX. COMMITTEE REPORTS

- A. AAA Committee
- B. FFO Committee – Minutes of 11/20/17 meeting
- C. Policy Review Committee
- D. ELPS Chinese Program ad Hoc Committee
- E. Board of Education Liaison to Board of Finance
– Wednesday, December 13, 2017, 7:00 p.m., EL Town Hall – Candice Carlson
- F. District Long Range Plan Committee

X. COMMUNICATIONS

- A. ELHS Viking Saga, Volume 50, Edition 6, dated 30 November 2017

XI. NOTICES**A. Notice of the following staffing changes for 2017/2018:****1. Appointments:**

- Amelia Quinn, 1.0 Special Education Long-Term Substitute Teacher, FL, on or about 01/18/18 through the end of the 2017/2018 school year.

2. Reassignment:

- Ben Eaves from 1.0 FTE Teaching Assistant (ISS), MS to 1.0 FTE Job Coach (AIM Program), MS, 11/13/17.

3. Resignations:

- Breanna Bedard, 0.50 FTE After School Facilitator, HA, 11/10/17
- Teresa Lang, 0.30 FTE Before School Facilitator, HA, 11/21/17

B. Out-of-State Field Trips:

1. ELMS field trip to Dunkin Donuts Center, Providence, RI to perform at a Bruins game with middle and high school bands

XII. BOARD COMMENTS/FUTURE AGENDA ITEMS**A. Board Comments:**

1. Jaime Barr Shelburn – Miracle Field Project Board of Directors meeting is scheduled for Thursday, 12/17/17, 7:00 p.m. at the EL Parks and Recreation Office.
2. Bill Derry – Asked if Diane Swan has further information to report regarding the HS planetarium initiative. Superintendent Newton will contact her and set up a date for an BOE status update.

B. Future Agenda Items:

1. Discussion on Coastal Connections Program (including success, student outcomes, analysis of program data separate from high school data) and action on tuition rates for the 2017/2018 school year – Eric Bauman – FFO conducted a financial overview on 11/20/17 (Dec 2017)
2. BOE Meeting Date Calendar – approved 12/4/17, but revisit 12/18/17 for possible changes
3. Discussion re: BOE Committee Assignments – revisit 12/18/17
4. Milone & MacBroom Presentation re: Projected Student Enrollment – 12/18/17
5. Future Use of LEARN space at Lillie B. Haynes – Bill Derry - (TBD)
6. Mid-year check on Elementary schedule presentation to full BOE – 09/25/17 - Jaime Barr Shelburn (mid-Jan 2018)
7. Elementary Alteration Project Update – Standing agenda item – (Al Jacunski update Jan 2018)

XIII. PUBLIC COMMENT - None**XIV. EXECUTIVE SESSION – There was no need for executive session.****XV. ADJOURNMENT**

MOTION: Jaime Barr Shelburn moved to adjourn the meeting at 7:51p.m.; Candice Carlson seconded.

VOTE: UNANIMOUS

MOTION CARRIED

Respectfully submitted,

Al Littlefield

Al Littlefield, Secretary

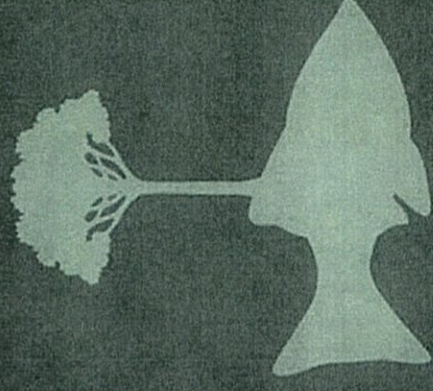
East Lyme Board of Education

ACCOUNTABILITY,
ACHIEVEMENT AND
GROWTH:
WHAT ARE OUR STUDENTS
TELLING US?

Presented By:

Amy Drowne
Assistant Superintendent of
Curriculum, Instruction and
Assessment

Everybody is a genius.



But if you judge a fish by its
ability to climb a tree, it will
live its whole life believing
that it is stupid.

Albert Einstein.

ACCOUNTABILITY:

EAST LYME PUBLIC SCHOOLS
NEXT-GENERATION ACCOUNTABILITY REPORT

ACCOUNTABILITY SYSTEMS SERVE IMPORTANT PURPOSES

A student is more than a test score; in the same way a school or district is more than the aggregate of the results from state tests. Focusing on a broader set of indicators:

- Provides a more complete picture of a school or district;
- Guards against narrowing of the curriculum to the tested subjects;
- Expands ownership of accountability to more staff; and
- Allows schools to demonstrate progress.

WHAT ARE THE 12 INDICATORS?

1. Academic achievement (Performance Index) ^H
2. Academic growth ^H
3. Assessment participation rate ^H
4. Chronic absenteeism ^H
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort ^H
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

^H Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	76.1	75	50.0	50	100.0%	67.7
1b.	ELA Performance Index – High Needs Students	64.7	75	43.2	50	86.3%	56.7
1c.	Math Performance Index – All Students	71.6	75	47.7	50	95.5%	61.4
1d.	Math Performance Index – High Needs Students	59.5	75	39.7	50	79.4%	49.9
1e.	Science Performance Index – All Students	66.7	75	44.4	50	88.9%	57.5
1f.	Science Performance Index – High Needs Students	57.6	75	38.4	50	76.7%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.9%	100	64.9	100	64.9%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	57.0%	100	57.0	100	57.0%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	70.7%	100	70.7	100	70.7%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	61.5%	100	61.5	100	61.5%	57.4%
4a.	Chronic Absenteeism – All Students	4.7%	<=5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	10.2%	<=5%	39.5	50	79.0%	15.6%
5	Preparation for CCR – % taking courses	88.5%	75%	50.0	50	100.0%	67.6%
6	Preparation for CCR – % passing exams	61.7%	75%	41.1	50	82.3%	40.7%
7	On-track to High School Graduation	98.3%	94%	50.0	50	100.0%	85.1%
8	4-year Graduation All Students (2015 Cohort)	94.9%	94%	100.0	100	100.0%	87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	87.1%	94%	92.7	100	92.7%	78.6%
10	Postsecondary Entrance (Class of 2015)	82.1%	75%	100.0	100	100.0%	71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	91.8% 63.7%	75%	42.5	50	85.0%	89.2% 50.5%
12	Arts Access	57.9%	60%	48.3	50	96.6%	47.5%
	Accountability Index			1131.7	1350	83.8%	

HOW TO READ THE ACCOUNTABILITY REPORT

- **No:** Every indicator in the system is assigned a number. When an indicator has subcomponents (e.g. All Students, High Needs Students) a lettering system is used alongside the number.
- **Indicator:** This column provides a brief explanation of what is being measured.
- **Index/Rate:** All components of indicator 1 are reported as performance indices. All other indicators are reported as rates (i.e. percentages). The values presented in this column are the performance indices and rates earned by this district on the associated indicators.
- **Target:** This value is the ultimate target established for all schools and districts statewide.
- **Points Earned:** This value represents the points earned on the relevant indicator for the district. In every case, points are prorated based on the district's actual performance (i.e. index or rate) as compared to the target. The rules used for prorating points for each of the indicators are explained in the main section of this document.
- **Max Points:** This value is the maximum number of points possible on the associated indicator.
- **% Points Earned:** By indicator this column shows the percentage of the "max points" earned by this district.
- **State Avg. Index/Rate:** The values presented in this column are the performance indices (Indicator 1) and rates earned by this district on the associated indicators.

EAST LYME REPORT: 2014-15 TO 2015-16

No: Indicator	Percentage of Points	
	2014-15	2015-16
1a. ELA Performance Index – All Students	100.0%	100.0% 
1b. ELA Performance Index – High Needs Students	85.8%	86.3% 
1c. Math Performance Index – All Students	94.7%	95.5% 
1d. Math Performance Index – High Needs Students	76.4%	79.4% 
1e. Science Performance Index – All Students	87.5%	88.9% 
1f. Science Performance Index – High Needs Students	73.4%	76.7% 
2a. ELA Avg. Percentage of Growth Target Achieved – All Students		64.9% N/A
2b. ELA Avg. Percentage of Growth Target Achieved – High Needs Students		57.0% N/A
2c. Math Avg. Percentage of Growth Target Achieved – All Students		70.7% N/A
2d. Math Avg. Percentage of Growth Target Achieved – High Needs Students		61.5% N/A
4a. Chronic Absenteeism – All Students	97.2%	100.0% 
4b. Chronic Absenteeism – High Needs Students	73.2%	79.0% 
5 Preparation for CCR – % taking courses	100.0%	100.0% 
6 Preparation for CCR – % passing exams	80.0%	82.3% 
7 On-track to High School Graduation	100.0%	100.0% 
8 4-year Graduation All Students	99.4%	100.0% 
9 6-year Graduation - High Needs Students	93.2%	92.7% 
10 Postsecondary Entrance 	100.0%	100.0% 
11 Physical Fitness	43.9%	85.0% 
12 Arts Access	95.4%	96.6% 

EAST LYME SCHOOLS REPORT, 2015-16

School Name	Accountability Index	Any Participation below 95%?	Achievement Gap?	Graduation Rate Gap?	Category
East Lyme High School	88.3%	No	No	No	1
East Lyme Middle School	73.5%	No	No	N/A	2
Flanders Elementary School	78.1%	No	No	N/A	2
Lillie B. Haynes School	85.1%	No	No	N/A	1
Niantic Center School	92.3%	No	No	N/A	1

Schools in the top quartile based on the Accountability Index are preliminarily placed in Category 1.
Schools in the middle two quartiles are preliminarily placed in Category 2.

ADDITIONAL INFORMATION

Web site: www.sde.ct.gov. Select “Performance Office”

State of Connecticut Governor Daniel P. Malloy Search

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Performance Office

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Improve student outcomes through the use of data

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ALLIANCE DISTRICTS
COMMISSIONER'S NETWORK
SEED
STUDENT SUCCESS PLAN
CAREER OPPORTUNITIES

ACHIEVEMENT AND GROWTH:

EAST LYME PUBLIC SCHOOLS
STANDARDIZED TEST RESULTS

PHYSICAL FITNESS TESTS:
STUDENTS REACHING HEALTH STANDARD, TREND
NOTE: THE CT PHYSICAL FITNESS TEST IS ADMINISTERED TO ALL STUDENTS IN
GRADES 4, 6, 8 AND 10
***ONLY STUDENTS ASSESSED IN ALL FOUR AREAS ARE INCLUDED IN THIS DATA**

Test	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Tests-District	62.2	64.4	67.1	65.9	63.7
Curl Up	87.8	85.1	86.8	87.1	88.1
Mile Run	79.9	82.0	82.8	82.0	78.6
Push Up	87.2	85.8	83.9	83.8	87.8
Sit and Reach	86.6	86.4	88.8	84.1	86.6

CMT SCIENCE ASSESSMENT
% OF STUDENTS ACHIEVING INDICATED LEVEL

CMT: GRADES 5 AND 8

	15-16 Below Basic	16-17 Below Basic	15-16 Basic	16-17 Basic	15-16 Prof.	16-17 Prof.	15-16 Goal	16-17 Goal	15-16 Adv.	16-17 Adv.
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East Lyme Middle School	2.4%	4.4%	3.6%	4.6%	14.4%	11.4%	51.6%	56.7%	28.1%	23.0%
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**EAST LYME MIDDLE SCHOOL
2016-2017 SMARTER BALANCED
% OF STUDENTS ACHIEVING INDICATED LEVEL
GRADES 5-8**

Test	Level 1 Not Met	Level 2 Approaching	Level 3 Met	Level 4 Exceeding	Level 3&4 Met or Exceeded
ELA	9.3	18.1	39.6	33.1	72.6
Math	14.2	23.6	25.6	36.6	62.1

**EAST LYME ELEMENTARY SCHOOLS
2016-2017 SMARTER BALANCED ELA AND MATH
% OF STUDENTS ACHIEVING INDICATED LEVEL
GRADES 3-4**

Test	Level 1 Not Met	Level 2 Approaching	Level 3 Met	Level 4 Exceeding	Level 3&4 Met or Exceeded
ELA Grade 3	9.0	15.0	30.0	45.0	75.0
ELA Grade 4	13.0	9.0	33.0	46.0	79.0
Math Grade 3	8.0	15.0	35.0	42.0	77.0
Math Grade 4	8.0	19.0	34.0	39.0	73.0

WHAT IS GROWTH? HOW IS IT DIFFERENT FROM ACHIEVEMENT?

Achievement or Proficiency:

- A one-time snapshot measurement of a student's academic performance

Growth:

- Change in achievement score for the same student between two or more points in time.

ELA ACHIEVEMENT LEVEL RANGES AND GROWTH TARGETS

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2704+

MATH ACHIEVEMENT LEVEL RANGES AND GROWTH TARGETS

Grade in Yr. 1	Level	Level 1: Not Met				Level 2: Approaching			Level 3: Met			Level 4: Exceeded		
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH					
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+					
	Target	77	61	59	60	59	57	56	47/maintain					
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+					
	Target	51	38	40	44	46	47	43	37/maintain					
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+					
	Target	43	46	45	44	42	41	41	44/maintain					
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+					
	Target	49	41	38	36	36	36	38	31/maintain					
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+					
	Target	58	35	31	31	36	37	38	35/maintain					
8	Range	2265-2456	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+					

EAST LYME MIDDLE SCHOOL

2016-2017 SMARTER BALANCED GROWTH REPORT

GRADES 5-8

Subject	Number of Matched Students	Growth Rate (%)	Average Percentage of Target Achieved (%)
ELA	794	37.5	53.6
Math	793	42.1	58.8

Growth Rate: Percentage of students meetings their respective growth target.

Average Percentage of Target Achieved: Average percentage of growth target achieved for all students

EAST LYME ELEMENTARY SCHOOLS

2016-2017 SMARTER BALANCED GROWTH REPORT

GRADES 3-4

School	Subject	Number of Matched Students	Growth Rate (%)	Average Percentage of Target Achieved (%)
Flanders Elementary	ELA	68	45.6	74.1
	Math	68	57.4	86.1
Lillie B. Haynes School	ELA	59	33.9	59.7
	Math	59	35.6	66.6
Niantic Center School	ELA	34	52.9	77.3
	Math	34	52.9	80.7

Growth Rate: Percentage of students meetings their respective growth target.

Average Percentage of Target Achieved: Average percentage of growth target achieved for all students

HOW AND WHEN WILL GROWTH BE INCORPORATED INTO THE NEXT GENERATION ACCOUNTABILITY SYSTEM?

- Growth (Indicator 2) will be added to the system starting with the 2015-16 results.
- As with achievement, Growth (Indicator 2) points are awarded for All Students and High Needs groups.
- The points for Achievement (Indicator 1) will be halved for any school with Growth results.
- Growth will carry slightly more weight in the model than Achievement.
- In light of the discontinuance of the ELA Performance Task in February 2016, the rescored 2014-15 ELA scores that were based on the Computer-Adaptive Test (CAT) only will be used as the ELA baseline for an apples-to-apples comparison.

ACCOUNTABILITY, ACHIEVEMENT AND

GROWTH:

HOW DO WE LISTEN TO OUR STUDENTS?

Assessment of Learning
**Summative
Products**
evaluate student
learning

Of and For
Interim Tasks monitor
student progress toward
larger learning outcomes

Formative Practices inform next steps:

Students:

- Adjust strategies
- Self-assess
- Self-reflect

Teachers:

- Adjust learning opportunities
- Provide feedback

Assessment for Learning

"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"



Schools of Distinction: 2015-16

The CSDE is recognizing 116 Schools of Distinction according to the criteria outlined below.

1. Highest Performing

- Elementary/Middle:** These are schools in the top 10% with respect to the Accountability Index (65 schools).
- High Schools:** These are schools in the top 10% with respect to the Accountability Index (5 schools).

2. Highest Growth:

- All Students:** These are schools in the top 10% of points earned in indicator 2 (academic growth) for the All Students group (62 schools).
- High Needs Students:** These are schools in the top 10% of points earned in indicator 2 (academic growth) for the High Needs student group (53 schools).

- Greatest Improvers:** Among those schools where the CSDE is unable to apply the academic growth model (indicator 2) because of the grades tested in that school, these are the schools in the top 10% of improvement on the Accountability Index from 2014-15 to 2015-16 (4 schools).

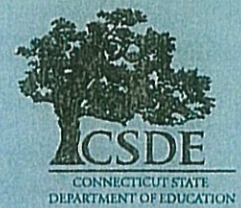
District Name	District Code	School Name	School Code	Count of Distinctions	Highest Performing		Highest Growth		Greatest Improvers
					Elementary / Middle Schools	High Schools	All Students	High Needs Students	
Bethel School District	0090011	Anna H. Rockwell School	0090411	1	1				
Bethel School District	0090011	Frank A. Berry School	0090111	1	1				
Bolton School District	0120011	Bolton High School	0126111	1		1			
Branford School District	0140011	Mary R. Tisko School	0141511	2	1		1		
Brass City Charter School District	2900013	Brass City Charter School	2900113	2	1				1
Capitol Region Education Council	2410014	Ana Grace Academy of the Arts Elementary School	2410614	1					1
Capitol Region Education Council	2410014	University of Hartford Magnet School	2410214	2			1	1	
Cheshire School District	0250011	Chapman School	0250111	1			1		
Cheshire School District	0250011	Norton School	0250511	2			1	1	
Clinton School District	0270011	Lewin G. Joel Jr. School	0270311	1	1				



Schools of Distinction: 2015-16

District Name	District Code	School Name	School Code	Count of Distinctions	Highest Performing		Highest Growth		Greatest Improvers
					Elementary / Middle Schools	High Schools	All Students	High Needs Students	
Connecticut Technical High School System	9000016	J. M. Wright Technical High School	9002116	1					1
Danbury School District	0340011	Ellsworth Avenue School	0341411	2			1	1	
Danbury School District	0340011	Hayestown Avenue School	0340211	1				1	
Danbury School District	0340011	Mill Ridge Primary School	0340511	2	1				1
Danbury School District	0340011	Morris Street School	0340611	2			1	1	
Danbury School District	0340011	Park Avenue School	0340811	2			1	1	
Danbury School District	0340011	South Street School	0341011	1				1	
Darien School District	0350011	Ox Ridge Elementary School	0351311	2	1			1	
Darien School District	0350011	Royle Elementary School	0350511	3	1		1	1	
Darien School District	0350011	Tokeneke Elementary School	0350611	2	1		1		
East Haddam School District	0410011	East Haddam Elementary School	0410111	1	1				
East Haven School District	0440011	Dominick H. Ferrara School	0441311	1				1	
East Lyme School District	0450011	East Lyme High School	0456111	1		1			
East Lyme School District	0450011	Lillie B. Haynes School	0450411	1			1		
East Lyme School District	0450011	Niantic Center School	0450211	2	1		1		
Ellington School District	0480011	Windermere School	0480611	2	1		1		
Fairfield School District	0510011	Burr Elementary School	0510211	2	1		1		
Fairfield School District	0510011	Dwight Elementary School	0510111	2	1		1		
Fairfield School District	0510011	Jennings School	0511711	2	1			1	
Fairfield School District	0510011	Riverfield School	0511211	2	1		1		
Farmington School District	0520011	East Farms School	0520411	2	1		1		
Farmington School District	0520011	Noah Wallace School	0520211	2	1		1		
Farmington School District	0520011	Union School	0520111	1				1	
Farmington School District	0520011	West District School	0520311	2	1		1		
Glastonbury School District	0540011	Eastbury School	0540311	2	1		1		

The Connecticut Next Generation ACCOUNTABILITY SYSTEM



CONNECTICUT STATE DEPARTMENT OF EDUCATION

In Connecticut, we believe all students have the ability to learn, grow and rise to the challenge of high expectations. The Connecticut Next Generation Accountability System helps us deliver on our promise of a high quality education for all by creating a more comprehensive, holistic picture of how our students and schools are performing.

Q: What is the Connecticut Next Generation Accountability System?

A: Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The new system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Q: What has changed since the previous accountability system?

A: There are two main differences with the new accountability system. First, in addition to measuring academic achievement, the new system also focuses on student growth over time. Measuring growth provides a more accurate picture than just looking at a snapshot in time of student performance. The second big change is that the new accountability system includes additional key indicators, such as chronic absenteeism, physical fitness and arts access. Research tells us that students who attend school on a daily basis and maintain a healthy lifestyle are more likely to graduate and succeed in college. Access to an engaging arts curriculum creates a more well-rounded educational experience.

Q: What are the 12 indicators?

- A:**
1. Academic achievement status measured by state assessments
 2. Academic growth
 3. Assessment participation rate
 4. Chronic absenteeism
 5. Preparation for postsecondary and career readiness – coursework
 6. Preparation for postsecondary and career readiness – exams
 7. Graduation – on track in ninth grade
 8. Graduation – four-year adjusted cohort graduation rate – all students
 9. Graduation – six-year adjusted cohort graduation rate – high needs
 10. Postsecondary entrance rate – all students (college enrollment)
 11. Physical fitness
 12. Arts access

Q: How do we use the accountability system?

A: The Next Generation Accountability System will help us measure school and district success toward the goal of providing every student a quality education that prepares him or her for success down the road. Each school will receive a score calculated using a formula that incorporates the accountability system indicators. There will be a tiered system of resources and supports for

continued on next page

The Connecticut Next Generation Accountability System



schools based on their score. Schools with low student performance and a low accountability score could be designated turnaround schools, meaning they would have to create and implement a plan for accelerating school improvement.

Q: Will the new accountability system help Connecticut close its achievement gap?

A: Yes. A key feature of the new accountability system is that it separates data for high-needs subgroups of students. That will give us a better idea of how students living in poverty, students who have disabilities and students learning English are performing in school and how we can better support them on the path to success.

Q: How does the new accountability system strengthen transparency in school performance?

A: As part of the Next Generation Accountability System, schools will receive a report that provides a picture of how the school measures up on all 12 of the indicators. The data will be easily searchable and will provide a more comprehensive, holistic picture of student and school performance.

Q: Who created the new accountability system? Was it a collaborative process?

A: For two years, the Connecticut State Department of Education actively sought feedback regarding the accountability system from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The “next generation” system is a direct result of this extensive consultation process.

Q: Since Congress passed and the president signed a new federal education bill, the Every Student Succeeds Act, does that mean Connecticut’s accountability system will have to change?

A: We created the Connecticut Next Generation Accountability System through a highly collaborative process and with an eye to the future. In fact, Connecticut’s new accountability system is well aligned to the requirements for accountability indicators under ESSA. We are still awaiting guidelines from the federal government on exactly what the new legislation means for Connecticut once the state’s Elementary and Secondary Education Act waiver expires and the new law takes effect.

Q: Where can I get more information?

A: To learn more about the Connecticut Next Generation Accountability System, visit the [Performance and Accountability](#) section of the State Department of Education’s website.



Next Generation Accountability Report: 2015-16

Choose a District

East Lyme School District

No.	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	76.1	75	50.0	50	100.0%	67.7
1b.	ELA Performance Index – High Needs Students	64.7	75	43.2	50	86.3%	56.7
1c.	Math Performance Index – All Students	71.6	75	47.7	50	95.5%	61.4
1d.	Math Performance Index – High Needs Students	59.5	75	39.7	50	79.4%	49.9
1e.	Science Performance Index – All Students	66.7	75	44.4	50	88.9%	57.5
1f.	Science Performance Index – High Needs Students	57.6	75	38.4	50	76.7%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.9%	100	64.9	100	64.9%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	57.0%	100	57.0	100	57.0%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	70.7%	100	70.7	100	70.7%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	61.5%	100	61.5	100	61.5%	57.4%
4a.	Chronic Absenteeism – All Students	4.7%	<=5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	10.2%	<=5%	39.5	50	79.0%	15.6%
5	Preparation for CCR – % taking courses	88.5%	75%	50.0	50	100.0%	67.6%
6	Preparation for CCR – % passing exams	61.7%	75%	41.1	50	82.3%	40.7%
7	On-track to High School Graduation	98.3%	94%	50.0	50	100.0%	85.1%
8	4-year Graduation All Students (2015 Cohort)	94.9%	94%	100.0	100	100.0%	87.2%
9	6-year Graduation - High Needs Students (2013 Cohort)	87.1%	94%	92.7	100	92.7%	78.6%
10	Postsecondary Entrance (Class of 2015)	82.1%	75%	100.0	100	100.0%	71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	91.8%	75%	42.5	50	85.0%	89.2%
12	Arts Access	57.9%	60%	48.3	50	96.6%	47.5%
	Accountability Index			1131.7	1350	83.8%	

These statistics represent the results from the second year of Connecticut's Next Generation Accountability Model for districts and schools. For detailed information and resources about every indicator including the rationale for its inclusion, the methodology used as well as links to resources, research, and evidence-based strategies, please consult the document titled Using Accountability Results to Guide Improvement which is available on the [Next Generation Accountability Resources page of the CSDE Performance Office](#).

This model is the direct result of an extensive consultation process over a two year period. The CSDE sought feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. This model was originally outlined in Connecticut's flexibility application to the U.S. Department of Education and formally approved by the USED in August 2015 and is now included in Connecticut's state plan for the Every Student Succeeds Act.

Gap Indicators	Non-High Needs Rate*	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.7	10.3	16.5	
Math Performance Index Gap	75.0	59.5	15.5	18.9	
Science Performance Index Gap	69.8	57.6	12.3	17.2	
Graduation Rate Gap (2013 Cohort)	94.0%	87.1%	6.9%	15.3%	N

*If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations. **If size of gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

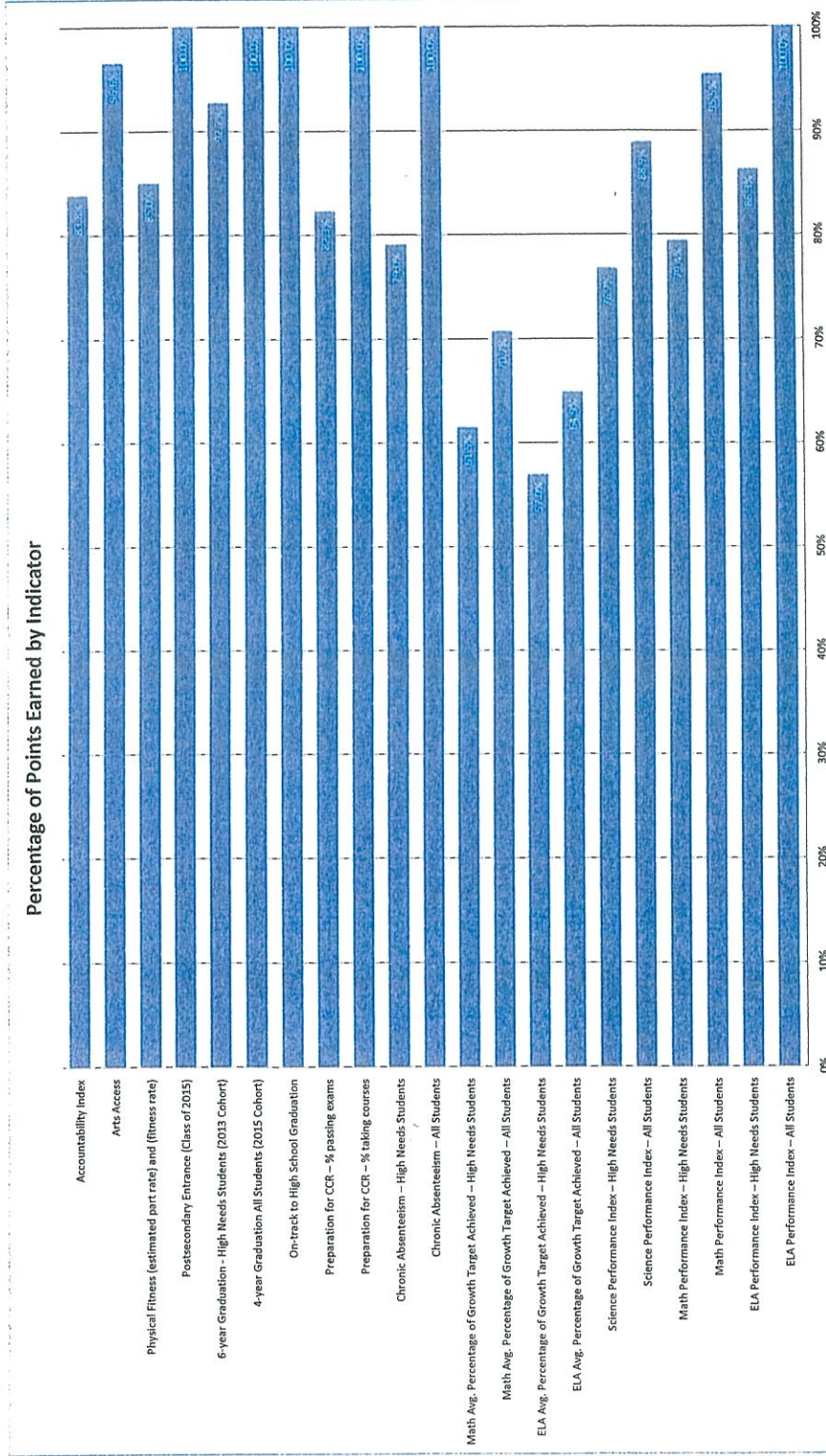
Participation Rate	Rate
ELA – All Students	97.8%
ELA – High Needs Students	96.9%
Math – All Students	97.6%
Math – High Needs Students	96.7%
Science – All Students	99.0%
Science – High Needs Students	96.8%

District Code: 050011



Next Generation Accountability Report: 2015-16

East Lyme School District



DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015-16



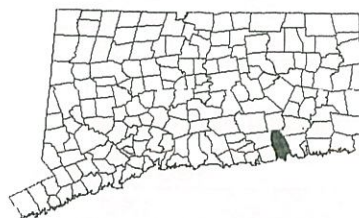
East Lyme School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,792
Per Pupil Expenditures ¹	\$15,515
Total Expenditures ¹	\$44,450,494

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,357	48.6	48.3
Male	1,435	51.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	267	9.6	4.9
Black or African American	66	2.4	12.8
Hispanic or Latino	150	5.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	69	2.5	2.7
White	2,233	80.0	55.9
English Learners	47	1.7	6.4
Eligible for Free or Reduced-Price Meals	455	16.3	38.0
Students with Disabilities ¹	379	13.6	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	59	4.4	16	1.2
Male	69	4.9	71	4.9
Black or African American	0	0.0	0	0.0
Hispanic or Latino	14	9.2	7	4.5
White	105	4.8	74	3.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	11.7	34	7.3
Students with Disabilities	40	11.0	29	6.9
District	128	4.7	87	3.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 51

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The 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 2015-16

East Lyme School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	205.7
Paraprofessional Instructional Assistants	6.7
Special Education	
Teachers and Instructors	39.3
Paraprofessional Instructional Assistants	106.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	10.1
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.2
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.5
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	146.8

¹In 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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	5	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	288	98.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	9	*
Hispanic or Latino	10	*	*	*
White	199	91.3	191	87.6
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	33	84.6	19	79.2
Students with Disabilities	20	71.4	27	60.0
District	233	90.0	236	87.1
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	25	55.6
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	116	85.9
Other Health Impairment	59	79.7
Other Disabilities	*	*
Speech/Language Impairment	29	87.9
District	240	76.7
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

East Lyme School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	45	1.8	1.6
Emotional Disturbance	13	0.5	1.0
Intellectual Disability	8	0.3	0.5
Learning Disability	135	5.3	4.6
Other Health Impairment	75	2.9	2.8
Other Disabilities	10	0.4	1.0
Speech/Language Impairment	41	1.6	1.9
All Disabilities	327	12.8	13.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	8	2.4	6.3
Private Schools or Other Settings	26	8.0	9.1

²Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	26,315,189	9,289	9,387
Instructional Supplies and Equipment	269,419	95	318
Improvement of Instruction and Educational Media Services	1,749,190	617	541
Student Support Services	2,517,067	888	1,048
Administration and Support Services	4,152,577	1,466	1,790
Plant Operation and Maintenance	5,612,363	1,981	1,608
Transportation	1,778,900	617	845
Costs of Students Tuitioned Out	915,388	N/A	N/A
Other	1,140,401	403	194
Total	44,450,494	15,515	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,546,711	899	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,789,297	40.8	35.1
Noncertified Personnel	2,464,018	26.5	14.5
Purchased Services	393,078	4.2	5.5
Tuition to Other Schools	915,388	9.9	21.6
Special Ed. Transportation	641,360	6.9	8.3
Other Expenditures	1,081,592	11.6	15.0
Total Expenditures	9,284,733	100.0	100.0

Expenditures by Revenue Source:⁴

	2014-15 Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.0	73.6
State	16.7	17.7
Federal	1.7	1.8
Tuition & Other	6.6	6.9

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2015-16

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	135	85.2	135	88.0	56	74.3
Black or African American	28	67.4	28	64.5	12	*
Hispanic or Latino	80	73.2	80	64.0	30	61.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	41	79.1	41	67.3	23	69.0
White	1117	75.3	1115	70.5	576	66.2
English Learners	32	72.6	32	70.2	11	*
Non-English Learners	1372	76.2	1370	71.6	689	66.7
Eligible for Free or Reduced Price Meals	244	66.0	243	61.1	116	58.7
Not Eligible for Free or Reduced Price Meals	1160	78.2	1159	73.8	584	68.2
Students with Disabilities	206	58.7	205	51.8	88	52.6
Students without Disabilities	1198	79.1	1197	75.0	612	68.7
High Needs	405	64.7	404	59.5	181	57.6
Non-High Needs	999	80.7	998	76.5	519	69.8
District	1404	76.1	1402	71.6	700	66.7

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

	NAEP 2015			NAEP 2013		
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12
READING						
Connecticut	43%	43%	50%			
National Public	35%	33%	36%			
MATH						
Connecticut	41%	36%	32%			
National Public	39%	32%	25%			

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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.0	78.1	86.5	95.1	833	86.6
Curl Up	90.1	74.3	89.6	95.5	833	88.1
Rush Up	83.0	80.3	88.5	96.7	833	87.8
1 Mile Run/PACER	81.1	72.7	73.4	85.0	833	78.6
All Tests - District	59.0	47.0	64.1	80.1	833	63.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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 2015-16

East Lyme School District

Cohort Graduation: Four-Year¹

	2014-15			2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target ³ (%)
Black or African American	*	*	.	.
Hispanic or Latino	*	*	.	.
English Learners	*	*	.	.
Eligible for Free or Reduced-Price Meals	40	82.5	.	.
Students with Disabilities	35	74.3	94.0	No 94.0
District	274	94.9	94.0	Yes 94.0
State ⁴		87.2		

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	173	63.8
Male	92.7	154	59.5
Black or African American	*	*	*
Hispanic or Latino	100.0	11	47.8
White	95.9	269	61.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.8	26	41.3
Students with Disabilities	53.3	*	*
District	95.1	327	61.7
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.1	95.7
Male	75.9	90.5
Black or African American	*	*
Hispanic or Latino	*	*
White	81.7	91.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.6	91.3
Students with Disabilities	40.5	*
District	82.1	93.2
State	71.9	88.3

⁷College 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.

⁸College 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 2015-16

East Lyme School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.1	75	50.0	50	100.0	67.7
	High Needs Students	64.7	75	43.2	50	86.3	56.7
Math Performance Index	All Students	71.6	75	47.7	50	95.5	61.4
	High Needs Students	59.5	75	39.7	50	79.4	49.9
Science Performance Index	All Students	66.7	75	44.4	50	88.9	57.5
	High Needs Students	57.6	75	38.4	50	76.7	47.0
ELA Academic Growth	All Students	64.9%	100%	64.9	100	64.9	63.8%
	High Needs Students	57.0%	100%	57.0	100	57.0	58.3%
Math Academic Growth	All Students	70.7%	100%	70.7	100	70.7	65.0%
	High Needs Students	61.5%	100%	61.5	100	61.5	57.4%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.2%	<=5%	39.5	50	79.0	15.6%
Preparation for CCR	% Taking Courses	88.5%	75%	50.0	50	100.0	67.6%
	% Passing Exams	61.7%	75%	41.1	50	82.3	40.7%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.9%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		87.1%	94%	92.7	100	92.7	78.6%
Postsecondary Entrance (Class of 2015)		82.1%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 63.7%	75%	42.5	50	85.0	89.2% 50.5%
Arts Access		57.9%	60%	48.3	50	96.6	47.5%
Accountability Index				1131.7	1350	83.8	

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	64.7	10.3	16.5	
Math Performance Index Gap	75.0	59.5	15.5	18.9	
Science Performance Index Gap	69.8	57.6	12.3	17.2	
Graduation Rate Gap	94.0%	87.1%	6.9%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	96.9
Math	All Students	97.6
	High Needs Students	96.7
Science	All Students	99.0
	High Needs Students	96.8

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 58.7 State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

East Lyme School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Lyme Public Schools offer specialized programs along a continuum of services for children ages three through twenty one. Our preschool program provides special education and related services based on student need and with support from a Speech Pathologist, Occupational Therapist, Physical Therapist and Behavioral Consultant depending on the need of the child. Typical peers also participate in the preschool program serving as behavioral and language models. Therapeutic programming in district provides intensive services for students with Autism or emotional and or behavioral challenges that may impact their ability to be successful in a general education setting. These specialized programs enable students to remain in district while providing the highest level of academic and behavioral support.

Specialized programs continue to be offered at the middle and high school level with an alternative high school option for students who require an experiential learning environment. Transition services are provided for students ages eighteen to twenty one that enable them to enhance their social, academic, vocational and independent living skills. Our transition students enjoy community work experiences that may lead to full time employment. Some students spend their transition years working with an outside service provider to enable a smooth transition to that agency once they age out of services.

Special Education students are considered full participants in the activities of the school system. Students with disabilities are on athletic teams, participate in school plays, attend after school activities and are supported as needed to allow them full access to all events. There are also Best Buddies and Unified Sports programs for students with disabilities.

The high school and Transition Programs have increased their efforts to build connections between students, families and adult agencies through regular meetings. The students in the Transition Program now participate in a "First Friday" program joining students from other area transition programs for a community experience on the first Friday of each month.

The district utilizes United Community and Family Services to provide social work to our students. A 0.5 FTE drug and alcohol counselor was added to the high school this year although these services are not specific to special education. The district has worked closely with outside service agencies this school year to address the issues of grief and loss.

There is an active Parent Advisory Group created by the Superintendent which is inclusive of parents of children with disabilities. The district has updated its website and provides easier access to information regarding district events and happenings.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The school district has made available the opportunity for students to attend regional magnet schools. East Lyme has increased its student enrollment in inter-district magnet schools by students when comparing 2014-2015 data with 2015-2016 enrollment figures. The Marine Science Magnet High School of Southeastern Connecticut has seen a slight decrease from eleven students during the 2014-2015 school year to nine students in 2015-2016. The number of students to attend the LEARN Multicultural Magnet School was nineteen students in 2014-2015 and in 2015-2016, twenty three students. Several individual elementary classrooms partner with students in urban areas via writing and other forms of communication. The district strives 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 a number of venues. Throughout the grades, literature in language arts, social studies, music and art addresses diversity and cultures around the world. Black History month is celebrated. Classroom curriculum in third grade includes: The study of different countries and cultures which conclude with a culminating activity where families share their customs, culture and historical facts. All students and staff are committed to a whole child approach. The middle school curriculum in sixth and seventh grade focuses on the study of countries around the world.

District Profile and Performance Report for School Year 2015-16

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. The budget process is partially based on projected enrollments at each school. The budget process assures that each student receives the necessary materials, supplies and texts. Programs serving multiple schools provide services to students equitably.



East Lyme High School

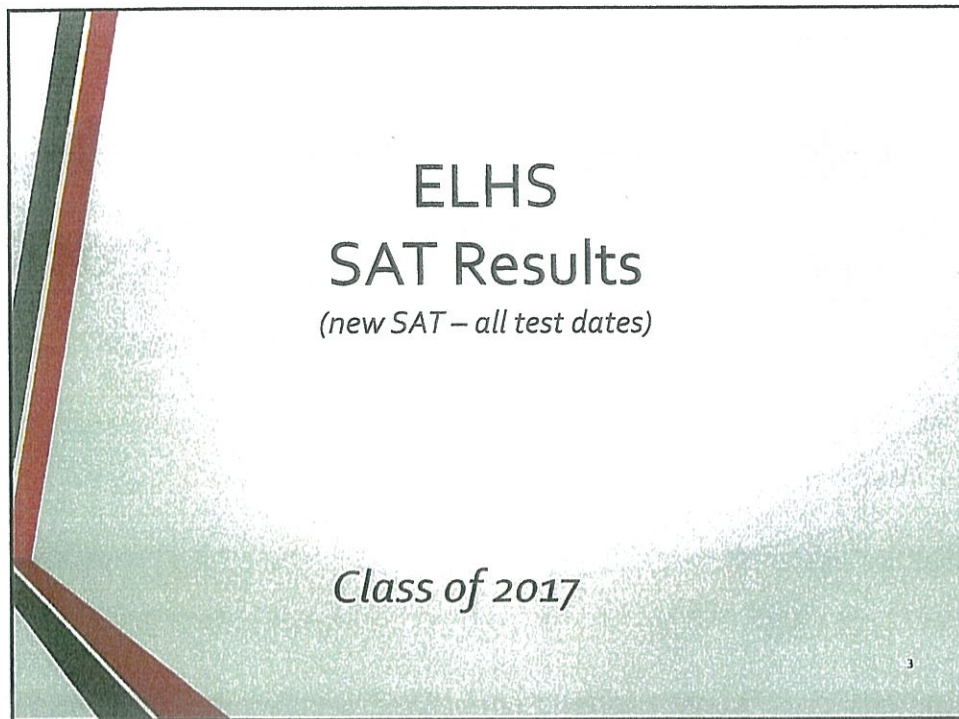
2017 Standardized Test Report
SAT ~ ACT ~ AP ~ CAPT

*Presentation to BOE
By Michael Susi, Principal*

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HS Level Standardized Tests

- **CAPT** – administered to grade 10. Beginning with Class of 2016, only the science CAPT was given.
- **SAT** (*through 1/2016*) – taken in grades 11 & 12. College admissions test used to help determine college readiness. Tested Critical Reading, Math and Writing. 800 point scale on each test totaling 2400.
- **New SAT** – Beginning in March 2016, the SAT was revamped with an optional essay, a return to two scores of 800 each.
- **SAT Subject tests** - Content-based tests that allow students to showcase achievement in specific subject areas
- **ACT** – taken in grades 11 & 12. Also used by college admissions offices. Tests English, Math, Reading & Science with optional writing section. Highest Composite score=36.
- **AP** – Advanced Placement tests measure competency in college level courses. All East Lyme AP students are required to take the AP exam. Scores of 3 or better may result in college credit.

The image shows a table with SAT scores. It has the same background and design as the first image. The text is centered and reads: "SAT Scores" in a bold, sans-serif font; "ELHS Class of 2017" in a bold, sans-serif font; and "(New SAT)" in a smaller, sans-serif font. Below this, the scores are listed in a table format. The table has two columns: the first column contains the category (Evidence-Based Reading/Writing, Math, Total) and the second column contains the score (581, 560, 1141).

SAT Scores ELHS Class of 2017 (New SAT)	
Evidence-Based Reading/Writing:	581
Math:	560
Total:	1141

ELHS SAT Score Comparison *Last Five Years*

	2013	2014	2015	2016 <i>(old SAT through 1/16)</i>	2017 <i>(new SAT)</i>
Evidence- Based Reading & Writing	563	540	548	549	581
Math	564	546	554	553	560
Writing	558	536	548	544	
# students taking test	238	200	215	197*	261

**Many students waited to take new SAT*

ELHS SAT Score Comparison

	East Lyme	State	Nation
Evidence- Based Reading- Writing	581	524	538
Math	560	505	533

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SAT Subject Tests

ELHS Class of 2017 ~ Mean Scores
subjects that have 5 or more test-takers annually

	2013	2014	2015	2016	2017
U.S. History	724	685	718	693	690
Math Level I	653	597	634	636	612
Math Level II	740	722	666	716	714
Biology-E	636	655	627	651	690
Biology-M	665	714	708	702	621
Chemistry	706	684	658	645	604

National Merit Finalists

Class of 2017, based on PSAT results

1 East Lyme High School
student was a

National Merit Finalist

3 students were

National Merit Semi-finalists

New SAT – *major changes*

- Top score of 1600 (*Evidence-Based Reading & Writing, Math.*)
- No penalty for wrong answers.
- Fewer choices (5 to 4 in multiple choice sections).
- More time for each section.
- Real-world math – more algebra, less geometry, some trig, and a no-calculators allowed section.
- Reading: All questions are based on passages, focus on evidence. Functional vocabulary questions used in context. Some passages include data/chart.
- Writing questions are more passage-based and test grammar, structure, and punctuation.
- Revamped optional written essay.

SAT School Day

(April 2017 – grade 11)

	Evidenced-Based Reading & Writing average score	% Met or Exceeded Goal	Math average score	% Met or Exceeded Goal	% Met or exceeded both benchmarks
East Lyme	578	87%	555	57%	57%
State	524	65%	506	41%	40%

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SAT School Day

Given in spring of junior year

	2016 (class of 2017)	% Met or Exceeded Goal	2017 (class of 2018)	% Met or Exceeded Goal
EBRW	574	86%	578	87%
Math	550	59%	555	57%
Total	1125	57% met both	1133	57% met both
# test takers	258		271	

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ELHS ACT Results

Class of 2017

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ACT Score Summary

	English	Math	Reading	Science	Composite
East Lyme	25.6	25	26	25.1	25.6
State	25.5	24.6	25.6	24.6	25.2
Nation	20.3	20.7	21.4	21	21

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ELHS ACT Score Comparison *Last Five Years*

	2013	2014	2015	2016	2017
English	25.2	23.8	25.4	24.8	25.6
Math	23.8	23.7	24.5	24.4	25
Reading	25.3	24.5	25.3	24.9	26
Science	24.0	23.9	24.7	24.4	25.1
Composite	24.8	24.1	25.1	24.8	25.6
# students taking test	148	158	171	136	135

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ELHS Advanced Placement Scores

Class of 2017

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ELHS Advanced Placement Score Summary

	2013	2014	2015	2016	2017
# of Students	268	228	249	230	250
# of Tests	573	473	484	445	447

- % of test scores at 3 or higher: **90%**
- % of Class of 2017 who took one or more Advanced Placement tests: **50%**

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AP SUMMARY 2016

250 Students Took 447 AP Tests

	5	4	3	2	1	Total Tests
Biology	5	19	18	6	0	48
Calculus AB	16	7	1	2	0	26
Calculus BC	9	0	0	0	0	9
Chemistry	11	7	12	3	0	33
Computer Science A	3	1	2	1	2	9
Comp Sci Principles	1	0	4	3	2	9
English Lang/Comp	9	13	2	1	0	25
English Lit/Comp	10	13	11	0	0	34
Enviro Science	4	13	4	7	2	30
French	2	2	1	1	0	6
Govt & Pol US	6	2	4	0	1	13

AP SUMMARY 2016

250 Students Took 447 AP Tests

	5	4	3	2	1	Total Tests
Music Theory	2	1	5	0	0	8
Physics I	8	10	6	1	0	25
Physics 2	9	4	0	1	0	14
Psychology	22	21	11	2	0	56
Spanish	2	2	10	0	0	14
Statistics	8	9	7	4	1	29
Studio Art 2D Design	0	1	1	0	0	2
Studio Art Drawing	1	1	1	0	0	3
US History	19	14	12	2	0	47
Totals	147	140	112	34	8	441

6 tests were given in Chinese, Macro and Microeconomics which are not taught at ELHS. 30

ELHS CAPT Results

2017

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ELHS CAPT Scores 2017 – *East Lyme, State* *Percent at or Above Goal*

	Science
East Lyme	60.3
State	38.4

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ELHS CAPT Scores

Percent At or Above Goal (scoring 4 – 5)

	2013	2014	2015	2016	2017
Math	76.7				
Science	74.4	70.7	74.1	70.7	60.3
Reading Across the Curriculum	71.2				
Writing Across the Curriculum	84.1				

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