

**STRATEGIC SCHOOL PROFILE 2011-12****Old Saybrook School District**

JOSEPH ONOFRIO, Superintendent

Location: 50 Sheffield Street

Telephone: (860) 395-3157

Old Saybrook,  
ConnecticutWebsite: [www.oldsaybrook.k12.ct.us/](http://www.oldsaybrook.k12.ct.us/)


---

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](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 10,367

1990-2000 Population Growth: 8.5%

Number of Public Schools: 3

Per Capita Income in 2000: \$30,720

Percent of Adults without a High School Diploma in 2000\*: 8.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.6%

District Enrollment as % of Estimated. Student Population: 94.3%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://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, 2011      1,555  
 5-Year Enrollment Change      -1.7%

---

**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	232	14.9	15.7	35.2
K-12 Students Who Are Not Fluent in English	37	2.5	2.4	5.6
Students Identified as Gifted and/or Talented*	121	7.8	4.4	4.0
PK-12 Students Receiving Special Education Services in District	195	12.5	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	76	92.7	85.0	79.8
Homeless	2	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	39	17.5	14.5	13.0

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

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	95	6.1
Black	30	1.9
Hispanic	72	4.6
Pacific Islander	2	0.1
White	1,341	86.2
Two or more races	15	1.0
Total Minority	214	13.8

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:**

4.7% 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 17.

---

### 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.

During the 2011-2012 school year, the Old Saybrook school system was involved in numerous inter-district collaborative programs and school-wide programs for the purpose of reducing racial, ethnic, and economic isolation. The Goodwin School continued its multi-cultural exchange with neighboring priority districts. Additionally, eight interactive multi-cultural programs funded by the PTA were offered to all students. Students at Goodwin School continued their activities to support several acts of giving throughout the year, developing a sense of community within the school. Each grade level at Goodwin School also participated in cultural celebrations. Old Saybrook Middle School offered multiple cultural curricular experiences for students in grades 4-8. Additionally, they offered the Anti-Defamation program for all students grades 6-8 in an effort to create a positive school culture and reduce bullying. Old Saybrook High School had students participate in the COLT World Language Poetry competition, a True Colors conference, Transition Expo and interacted with a visiting teacher from China. The entire student body also participated in the Anti-Defamation League Anti-Bullying program.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	75.3	59.2	76.9	
Writing	74.3	62.7	66.3	
Mathematics	78.8	66.5	63.8	
Grade 4 Reading	78.4	64.1	69.4	
Writing	82.0	65.3	76.9	
Mathematics	78.2	68.0	51.9	
Grade 5 Reading	90.3	67.6	92.8	
Writing	93.3	68.1	100.0	
Mathematics	93.2	71.6	95.2	
Science	81.7	63.9	70.8	
Grade 6 Reading	94.0	74.1	95.8	
Writing	95.8	67.4	100.0	
Mathematics	86.1	69.3	75.9	
Grade 7 Reading	91.6	79.8	74.2	
Writing	79.0	65.6	65.2	
Mathematics	84.2	68.1	71.9	
Grade 8 Reading	88.2	76.8	65.4	
Writing	81.2	68.3	61.9	
Mathematics	72.4	67.2	40.3	
Science	76.0	61.9	60.0	

**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 scorable 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	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	59.2	47.5	63.2	
Writing Across the Disciplines	71.2	63.0	49.3	
Mathematics	59.7	49.2	60.2	
Science	57.3	47.1	59.7	

**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
	60.4	50.6	77.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		97.4	77.3	
Average Score	Mathematics	551	505	85.5
	Critical Reading	545	502	84.7
	Writing	561	506	90.8

**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, Adjusted Cohort Rate 2011	92.7	82.7	65.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	58.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.5	84.5
% Employed (Civilian Employment and in Armed Services)	3.5	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	110.75
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	23.20
Paraprofessional Instructional Assistants	51.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	5.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	8.70
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	68.00

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	14.0	14.6	13.9
% with Master's Degree or Above	91.5	80.6	79.6

Average Class Size	District	DRG	State
Grade K	16.6	17.6	18.5
Grade 2	17.0	18.9	19.7
Grade 5	21.0	21.7	21.6
Grade 7	19.8	20.4	20.3
High School	18.0	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	985	993
Middle School	1,044	1,030	1,024
High School	1,024	1,008	1,024

\*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*	3.8	2.9	2.8
Middle School	3.2	2.3	2.2
High School	2.4	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$12,353	\$7,878	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$255	\$163	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$1,273	\$812	\$487	\$385	\$482
Student Support Services	\$1,327	\$846	\$901	\$873	\$901
Administration and Support Services	\$2,178	\$1,389	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$2,722	\$1,736	\$1,471	\$1,420	\$1,463
Transportation	\$934	\$542	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$972	N/A	N/A	N/A	N/A
Other	\$471	\$300	\$165	\$162	\$165
<b>Total</b>	<b>\$22,486</b>	<b>\$14,268</b>	<b>\$14,238</b>	<b>\$13,575</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,337	\$853	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,689,396	20.9	22.0	21.7

**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	91.2	4.4	3.1	1.2
Excluding School Construction	91.5	3.9	3.3	1.3

## 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 Old Saybrook Board of Education policy regarding distribution of district resources ensures that each of the three district schools receives a base level of material and financial resources. The Old Saybrook School System consists of only three schools: an elementary (preK-3), a middle school (4-8), and one high school (9-12).

Decisions made annually regarding staffing, instructional supplies/materials, and capital improvements are decided upon collaboratively through the District Leadership Team. Class enrollment, test scores, and the conditions of the facilities are considered in allocating funds. Following a thorough investigation, the Superintendent makes specific recommendations to the Board of Education; for instance, it is sometimes determined that an additional section of a course is necessary. The number of new teachers and special education and SRBI instructional assistants employed depends on the needs and numbers of children requiring these services.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	185
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.3%

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	28	1.9	1.3	1.2
Learning Disability	42	2.8	3.5	3.9
Intellectual Disability	5	0.3	0.4	0.4
Emotional Disturbance	8	0.5	0.9	1.0
Speech Impairment	33	2.2	2.2	2.1
Other Health Impairment*	57	3.8	2.3	2.2
Other Disabilities**	12	0.8	0.9	1.0
<b>Total</b>	<b>185</b>	<b>12.3</b>	<b>11.4</b>	<b>11.7</b>

\*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 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

## 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	54.5	36.0	86.3	70.4
	Writing	57.0	21.5	84.4	66.3
	Mathematics	57.9	31.8	81.7	68.4
	Science	52.0	23.0	78.5	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	59.2	47.5
	Writing Across the Disciplines	N/A	N/A	71.2	63.0
	Mathematics	N/A	N/A	59.7	49.2
	Science	N/A	N/A	57.3	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	33.3
	% With Accommodations	66.7
CAPT	% Without Accommodations	26.7
	% With Accommodations	73.3
% Assessed Using Skills Checklist		8.7

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	0	0.0
Private Schools or Other Settings	14	7.6

### 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	149	80.5	74.6	72.1
40.1 to 79.0 Percent of Time	21	11.4	16.2	16.3
0.0 to 40.0 Percent of Time	15	8.1	9.2	11.7

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The Old Saybrook school system began implementation of the district strategic plan consisting of seven strategies: assessing programs, internal/external communication, social/emotional needs, data/differentiation, character education, personal success plans, and critical thinking. The Superintendent reports progress on each of these plans to the Board of Education on a regular basis. The district administered the Connecticut Mastery Test in grades 3-8 and the Connecticut Academic Performance Test in March 2012. Mastery Test results placed Old Saybrook students at or above state goal: GRADE 3: math – 78.8%, reading – 75.3%, writing – 74.3%; GRADE 4: math – 79.6%, reading – 81.8%, writing – 83.8%, GRADE 5: math – 93.9%, reading – 90.7%, writing – 94.0%, science – 81.8%; GRADE 6: math – 86.4%, reading – 93.6%, writing – 95.5%; GRADE 7: math – 84.3%, reading – 91.1%, writing – 84.6%; GRADE 8: math – 73.0%, reading – 88.5%, writing – 83.6%, science – 75.8%. CAPT results placed students at or above state goal: math – 59.7%, science – 57.3%, reading – 59.2%, writing – 71.2%. Staff engaged in in-depth data analysis in each of the tested areas to make instructional and curricular changes. Needs and Plans: Beyond the strategic plan, several areas will be targeted for improvement in the 2012-2013 school year. The district will continue to provide professional development on unit writing in the new curriculum model based on Ainsworth's Rigorous Curriculum Design. Teachers will begin writing units in this model, incorporating Common Core State Standards. Development of the advisory/advisee program will continue in the middle school. Both the middle school and the high school have received the State Personnel Development Grant (SPDG) grants focusing on integrating positive behavioral programs and literacy SRBI. Seven half days have been scheduled for the year, with a focus on providing teachers professional development aimed at implementing the strategic plan.

---