

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



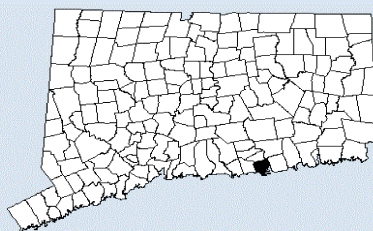
Old Saybrook School District

Ms. Jan Perruccio, Superintendent • 860-395-3157 • <http://www.oldsaybrookschoools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,266
Per Pupil Expenditures ¹	\$19,862
Total Expenditures ¹	\$25,999,022

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	636	50.2	48.4
Male	630	49.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	49	3.9	5.1
Black or African American	*	*	12.8
Hispanic or Latino	118	9.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	35	2.8	3.3
White	1,045	82.5	53.6
English Learners	51	4.0	7.2
Eligible for Free or Reduced-Price Meals	184	14.5	36.7
Students with Disabilities ¹	171	13.5	14.8

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	39	6.4	9	1.4
Male	29	4.8	35	5.5
Black or African American	*	*	*	*
Hispanic or Latino	7	6.5	6	5.0
White	55	5.5	34	3.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	12.0	20	6.2
Students with Disabilities	24	14.2	12	6.3
District	68	5.6	44	3.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	108.3
Paraprofessional Instructional Assistants	22.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	4.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	9.7
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	54.0

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	1.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	159	98.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	63	68.5	87	90.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	21	65.6	16	*
Students with Disabilities	8	*	14	*
District	77	69.4	104	92.0
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	17	54.8
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	44	100.0
Other Health Impairment	45	84.9
Other Disabilities	*	*
Speech/Language Impairment	19	*
District	135	79.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	32	2.6	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	44	3.6	5.2
Other Health Impairment	53	4.3	3.1
Other Disabilities	12	1.0	1.1
Speech/Language Impairment	21	1.7	1.8
All Disabilities	175	14.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	11	6.3	8.3
Private Schools or Other Settings	8	4.6	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,044,393	9,950	9,847
Instructional Supplies and Equipment	845,567	645	287
Improvement of Instruction and Educational Media Services	1,236,487	943	589
Student Support Services	1,673,931	1,277	1,120
Administration and Support Services	2,514,840	1,918	1,905
Plant Operation and Maintenance	3,488,444	2,661	1,648
Transportation	1,349,896	917	904
Costs of Students Tuitioned Out	1,196,761	N/A	N/A
Other	648,703	495	208
Total	25,999,022	19,862	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,155,463	881	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,142,696	37.5	33.8
Noncertified Personnel	1,272,066	22.2	14.5
Purchased Services	178,761	3.1	5.5
Tuition to Other Schools	1,125,977	19.7	23.4
Special Ed. Transportation	444,669	7.8	8.7
Other Expenditures	555,177	9.7	14.1
Total Expenditures	5,719,346	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.9	94.7
State	2.2	2.2
Federal	1.7	1.7
Tuition & Other	1.3	1.3

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	26	72.3	26	76.1
Black or African American	*	*	*	*
Hispanic or Latino	56	64.9	56	61.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	13	*	13	*
White	541	72.5	539	68.9
English Learners	40	57.1	40	57.8
Non-English Learners	602	72.7	600	69.0
Eligible for Free or Reduced-Price Meals	155	64.5	154	61.7
Not Eligible for Free or Reduced-Price Meals	487	74.0	486	70.4
Students with Disabilities	83	52.1	82	46.1
Students without Disabilities	559	74.7	558	71.5
High Needs	218	61.9	217	58.2
Non-High Needs	424	76.8	423	73.4
District	642	71.7	640	68.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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	HS	Count	Rate (%)
Sit & Reach	90.1	83.0	73.1	85.8	382	82.5
Curl Up	66.2	81.9	77.9	85.8	382	79.1
Push Up	74.6	89.4	85.6	69.9	382	79.8
Mile Run/PACER	84.5	92.6	85.6	69.0	382	82.2
All Tests - District	52.1	61.7	66.3	64.6	382	62.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	23	91.3
Students with Disabilities	13	*
District	96	96.9
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	81	68.6
Male	98.1	69	65.1
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	97.9	127	67.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.0	24	48.0
Students with Disabilities	89.3	*	*
District	98.2	150	67.0
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.6	94.8
Male	71.4	97.9
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	83.8	96.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.5	*
Students with Disabilities	*	*
District	80.4	96.2
State	70.9	88.3

⁵College 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.

⁶College 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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.7	67.6
	High Needs Students	61.9	75	41.3	50	82.5	57.5
Math Performance Index	All Students	68.3	75	45.5	50	91.0	62.7
	High Needs Students	58.2	75	38.8	50	77.6	52.0
ELA Academic Growth	All Students	53.1%	100%	53.1	100	53.1	60.7%
	High Needs Students	44.4%	100%	44.4	100	44.4	55.6%
Math Academic Growth	All Students	65.3%	100%	65.3	100	65.3	61.9%
	High Needs Students	56.7%	100%	56.7	100	56.7	55.4%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.5	10.7%
	High Needs Students	11.3%	<=5%	37.4	50	74.7	16.6%
Preparation for CCR	% Taking Courses	80.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	67.0%	75%	44.6	50	89.3	44.8%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.9%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.3%	94%	88.7	100	88.7	81.8%
Postsecondary Entrance (Class of 2017)		80.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 62.0%	75%	41.4	50	82.7	96.6% 50.1%
Arts Access		74.2%	60%	50.0	50	100.0	51.2%
Accountability Index				1003.7	1250	80.3	

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	61.9	13.1	15.9	
Math Performance Index Gap	73.4	58.2	15.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	83.3%	10.7%	12.7%	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	97.6
	High Needs Students	96.2
Math	All Students	97.3
	High Needs Students	95.8
Science	All Students	92.5
	High Needs Students	89.1

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2017-2018 school year was the second year of a five-year strategic plan in Old Saybrook. This plan was created with the input of families, community members, and educators through a series of public forums and surveys. This year the district invited the community to a five-evening series to bring the vision of the strategic plan to life. Teachers, students and administrators created interactive workshops in which community members engaged in dialogue, acted as learners in a classroom setting, and collaboratively composed a list of ideal attributes of an Old Saybrook Schools graduate. The five events were summarized in five one- to four-minute videos shared with the school community between January and June. In a second multi-part collaboration effort, the district surveyed a small sampling of parents each week asking what they would like to know about a specific strategic plan-related topic. The results were gathered and Frequently Asked Questions (FAQs) were developed and shared with families that same week. These are two examples of the many ways in which Old Saybrook School District has worked to collaborate with families to realize our shared vision.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Old Saybrook School District has continued to work to reduce racial, ethnic and economic isolation in a variety of ways. A goal of our strategic plan is to enrich our students' global perspectives by celebrating the cultural diversity within our schools. Actions steps include, but are not limited to: "Utiliz[ing] the cultural backgrounds of ELL students and families to enrich global, cultural and language programs," "Increas[ing] World Language and World Culture programs to ensure all graduates have an understanding of cultural diversity and have communication skills that enable them to live and work in a global society," and, "Identify[ing] and develop[ing] resources in the community and schools to support the socio-economic concerns of many immigrant and non-English speaking families." Two new courses at the high school level, Global Citizenship and A!Exploramos!, give students an opportunity to combine formal academic studies with community action projects for graduation credit. We continue to offer both French and Spanish in our K-12 World Language program and anticipate offering the Seal of Biliteracy to qualifying graduates beginning with the graduating class of 2019-20.

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Equitable Allocation of Resources among District Schools

Old Saybrook Public Schools' budget is driven by the priorities of our strategic plan, which was written with input from the community, families, and educators. With only one school at each level, there is little concern that one school will be funded differently than another. In fact, the size of our district allows for a highly collaborative and transparent budget-building process. Starting with a zero-base, the budget is built by a team of teachers and administrators and includes only that which is necessary for the following year. This team approach and focus on the priorities of the strategic plan ensure equitable access to a well-rounded education for all Old Saybrook students.