

STRATEGIC SCHOOL PROFILE 2009-10**Old Saybrook School District**

JOSEPH ONOFRIO, Superintendent

Location: 50 Sheffield Street

Telephone: (860) 395-3157

Old Saybrook,
ConnecticutWebsite: 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.

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: 92.6%

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

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009 1,591
 5-Year Enrollment Change 1.4%

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	185	11.6	13.4	32.6
K-12 Students Who Are Not Fluent in English	53	3.4	2.3	5.4
Students Identified as Gifted and/or Talented*	101	6.3	4.8	4.1
PK-12 Students Receiving Special Education Services in District	162	10.2	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	97	92.4	85.6	80.5
Homeless	5	0.3	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	31	12.7	15.5	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	87	5.5
Black	26	1.6
Hispanic	54	3.4
White	1,420	89.3
Total Minority	171	10.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

4.1% 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 2009 - 2010 school year the Old Saybrook School System was involved in numerous inter-district collaboratives for the purpose of reducing racial, ethnic, and economic isolation. The Goodwin School continued its partnerships with other districts with eleven classrooms participating in this relationship. These programs are joint initiatives with New London and Groton. The programs included We are the World, Number Kids, Authors and Amigos, and Circle of Friends. K-12 World Language instruction is the dominant vehicle across the District that constantly addresses cultural diversity. All students participate in an integrated World Language program in grades K –5. In grades 6 –12, approximately 95% of the students continue to study languages. In district the teachers at the three schools have made a great effort in developing culturally diverse activities for the children. All grade-three students participate in a Roots unit. A Holocaust unit is presented to students in grades eight and eleven. The high school offers a course in American Studies which is a joint social studies/English initiative; part of this curriculum focuses on understanding and experiencing the history and spirit of the Harlem Renaissance. The school libraries celebrate and explore Black History month, Native American history, and women's issues to encourage children to develop awareness of the special achievements of diverse groups in the U.S. Second grade students experienced an integrated arts performance, which focused on Spanish speaking cultures. High school music students performed French, Italian, Spanish, Russian, Hebrew, and Latin works. The high school music history class is a year long exploration of European cultural heritage. The efforts of the Old Saybrook School System to increase the students' cultural awareness are on-going. This emphasis will continue to grow in the 2010 - 2011 school year.

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
Grade 3 Reading	81.8	57.0	92.6
Writing	89.2	58.3	99.4
Mathematics	78.4	62.4	74.2
Grade 4 Reading	69.7	59.9	55.3
Writing	78.5	63.6	69.4
Mathematics	79.0	67.0	66.0
Grade 5 Reading	72.0	61.8	56.4
Writing	91.8	68.2	97.0
Mathematics	88.2	72.4	80.7
Science	69.1	59.4	46.4
Grade 6 Reading	89.6	74.9	77.9
Writing	90.4	65.9	97.0
Mathematics	66.7	70.7	27.6
Grade 7 Reading	85.8	77.4	50.0
Writing	80.0	61.2	77.3
Mathematics	73.7	68.5	42.2
Grade 8 Reading	82.1	73.3	57.3
Writing	77.0	62.6	66.9
Mathematics	72.9	67.3	45.9
Science	70.5	62.8	43.9

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

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

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

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with 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
Reading Across the Disciplines	78.2	45.9	92.4
Writing Across the Disciplines	86.4	59.6	91.7
Mathematics	71.8	48.7	81.1
Science	67.1	45.3	81.1

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

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

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.2	50.7	72.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.6	68.5	
Average Score	Mathematics	534	508	70.5
	Critical Reading	526	503	66.7
	Writing	529	506	69.8

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, Class of 2009	96.7	91.3	66.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.6	3.0	72.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.0	84.5
% Employed (Civilian Employment and in Armed Services)	2.6	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	115.25
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	20.70
Paraprofessional Instructional Assistants	46.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	54.00

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	15.0	14.4	13.8
% with Master's Degree or Above	91.7	77.1	77.8

Average Class Size	District	DRG	State
Grade K	15.0	17.2	18.5
Grade 2	16.7	18.9	19.7
Grade 5	19.6	20.9	21.1
Grade 7	18.7	20.3	20.8
High School	21.5	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	985	992
Middle School	1,056	1,025	1,018
High School	1,024	1,000	1,006

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.3	3.5	3.2
Middle School	3.9	2.8	2.5
High School	2.4	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$11,542	\$7,121	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$232	\$143	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$1,194	\$736	\$474	\$389	\$459
Student Support Services	\$1,239	\$765	\$863	\$800	\$859
Administration and Support Services	\$2,045	\$1,262	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$2,551	\$1,574	\$1,469	\$1,377	\$1,462
Transportation	\$866	\$477	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$671	N/A	N/A	N/A	N/A
Other	\$423	\$261	\$163	\$169	\$162
Total	\$20,764	\$12,723	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,408	\$868	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,007,919	19.3	20.9	20.7

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	91.7	4.7	2.0	1.5
Excluding School Construction	91.8	4.4	2.2	1.6

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 three schools: an elementary (pre k – 3), a middle school (4 – 8), and one high school (9 – 12). Decisions made annually regarding staffing, instructional supplies and 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 Title I 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	163
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.4%

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	20	1.3	1.1	1.0
Learning Disability	54	3.5	3.4	3.9
Intellectual Disability	5	0.3	0.4	0.5
Emotional Disturbance	8	0.5	0.9	1.0
Speech Impairment	27	1.7	2.4	2.2
Other Health Impairment*	37	2.4	2.2	2.1
Other Disabilities**	12	0.8	0.9	0.9
Total	163	10.4	11.4	11.6

*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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	41.4	31.6	80.6	67.5
	Writing	44.2	19.6	84.2	63.3
	Mathematics	35.9	32.9	75.8	68.1
	Science	30.8	23.7	69.9	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	78.2	45.9
	Writing Across the Disciplines	36.4	16.8	86.4	59.6
	Mathematics	N/A	N/A	71.8	48.7
	Science	N/A	N/A	67.1	45.3

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

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	31.9
	% With Accommodations	68.1
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		11.9

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	11	6.7

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	133	81.6	76.7	73.4
40.1 to 79.0 Percent of Time	17	10.4	13.8	15.3
0.0 to 40.0 Percent of Time	13	8.0	9.5	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Old Saybrook School System continues to be guided by a comprehensive Long-Range Plan to ensure consistent curriculum reform, high expectations for all students, equal opportunities to learn for all, and appropriate district and building goals and initiatives. The District administered the fourth generation of the Connecticut Mastery test in grades 3 – 8 in March 2010. Both the Goodwin School and the Old Saybrook Middle School exceeded the required 95% participation rate. Both schools also met adequate yearly progress in math and reading. . Mastery test results placed Old Saybrook students above state goal: math grade 3 – 78.4% achieved goal, grade 4 – 79%, grade 5 – 88.2%, grade 6 – 66.7%, grade 7 – 73.7% and grade 8 – 72.9%. In reading 81.8% of the third grade, 69.7% of grade four, 72% of grade 5, 89.6% of grade six, 85.8% of grade seven and 82.1% of grade 8 achieved goal. Writing results were equally as high with 89.2% of grade three, 78.5% of grade four, 91.8% of grade five, 90.4% of grade 6, 80% of grade seven, and 77% of grade eight achieving goal or higher. Needs and Plans: Professional development will continue to focus on differentiated instruction, meeting the needs of special needs students, assessment strategies and the continued implementation of SRBI. The district and community will engage in strategic planning throughout the 2010-2011 school year.
