

**STRATEGIC SCHOOL PROFILE 2008-09****Old Saybrook School District**

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Location: 50 Sheffield Street

Old Saybrook,

Connecticut

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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).

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**COMMUNITY DATA**

County: Middlesex

Per Capita Income in 2000: \$30,720

Town Population in 2000: 10,367

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

1990-2000 Population Growth: 8.5%

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

Number of Public Schools: 3

District Enrollment as % of Estimated. Student Population: 92.1%

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\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008

1,621

5-Year Enrollment Change

1.6%

**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	152	9.4	11.7	30.3
K-12 Students Who Are Not Fluent in English	47	3.0	2.3	5.2
Students Identified as Gifted and/or Talented*	120	7.4	4.9	4.0
PK-12 Students Receiving Special Education Services in District	190	11.7	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	93	93.9	85.8	79.7
Homeless	21	1.3	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	20	10.1	22.8	19.0

\*0.8% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	91	5.6
Black	36	2.2
Hispanic	58	3.6
White	1,433	88.4
Total Minority	188	11.6

**Percent of Minority Professional Staff:** 0.6%

**Non-English Home Language:** 4.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 19.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 2008 - 2009 school year the Old Saybrook School System was involved in numerous interdistrict 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 yearlong 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 2009 - 2010 school year.

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## STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	75.4	54.6	86.8
Writing	90.9	62.5	100.0
Mathematics	78.3	62.8	71.7
Grade 4 Reading	65.6	60.7	44.2
Writing	72.9	64.2	52.7
Mathematics	71.0	63.6	52.4
Grade 5 Reading	68.7	66.0	39.1
Writing	87.2	66.5	93.2
Mathematics	72.0	68.8	42.6
Science	73.7	58.1	62.3
Grade 6 Reading	85.3	68.9	73.6
Writing	86.4	62.2	91.4
Mathematics	77.1	68.8	50.3
Grade 7 Reading	79.5	74.9	42.7
Writing	76.4	62.9	69.4
Mathematics	63.7	66.0	30.6
Grade 8 Reading	83.6	68.4	72.3
Writing	88.5	66.5	87.7
Mathematics	71.1	64.5	44.5
Science	72.3	60.6	49.7

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](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."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	68.9	47.4	78.8
Writing Across the Disciplines	84.4	55.0	93.9
Mathematics	77.3	47.8	92.4
Science	67.2	42.8	82.4

For more detailed 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."

**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
	50.0	36.2	83.7

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		82.6	74.5	
Average Score	Mathematics	507	507	47.3
	Critical Reading	510	503	52.7
	Writing	517	506	58.9

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	98.3	92.1	78.6
Cumulative Four-Year Dropout Rate for Class of 2008	1.9	6.6	73.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.4	2.5	81.8

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.3	84.1
% Employed (Civilian Employment and in Armed Services)	8.7	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	112.20
Paraprofessional Instructional Assistants	8.00
Special Education	
Teachers and Instructors	21.60
Paraprofessional Instructional Assistants	50.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	65.00

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	15.6	14.1	13.6
% with Master's Degree or Above	69.0	75.1	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	16.7	17.5	18.3
Grade 2	17.5	19.0	19.3
Grade 5	21.8	20.9	21.0
Grade 7	21.4	20.7	20.5
High School	19.6	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	986	988
Middle School	1,056	1,026	1,016
High School	1,152	1,008	1,007

\*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*	6.7	3.7	3.3
Middle School	3.6	3.0	2.6
High School	2.3	3.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$10,819	\$6,707	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$259	\$160	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$1,462	\$906	\$461	\$372	\$446
Student Support Services	\$1,143	\$708	\$808	\$754	\$806
Administration and Support Services	\$2,022	\$1,254	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$2,558	\$1,586	\$1,382	\$1,261	\$1,377
Transportation	\$722	\$398	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$578	N/A	N/A	N/A	N/A
Other	\$394	\$244	\$152	\$151	\$151
<b>Total</b>	<b>\$19,958</b>	<b>\$12,297</b>	<b>\$12,869</b>	<b>\$12,042</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,655	\$1,646	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,663,611	18.4	20.6	20.5

**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	86.3	10.5	2.0	1.2
Excluding School Construction	91.5	4.9	2.3	1.3

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 (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.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	179
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

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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	1.0	0.8
Learning Disability	65	4.1	3.3	3.9
Intellectual Disability	6	0.4	0.4	0.5
Emotional Disturbance	7	0.4	0.9	1.0
Speech Impairment	30	1.9	2.5	2.3
Other Health Impairment*	42	2.6	2.2	2.1
Other Disabilities**	9	0.6	0.9	0.9
Total	179	11.3	11.2	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 2007-08 with a Standard Diploma	100.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	43.9	30.2	76.7	65.7
	Writing	45.8	19.5	84.1	64.1
	Mathematics	32.9	30.7	72.2	65.7
	Science	23.1	23.8	73.0	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	68.9	47.4
	Writing Across the Disciplines	N/A	N/A	84.4	55.0
	Mathematics	N/A	N/A	77.3	47.8
	Science	N/A	N/A	67.2	42.8

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	21.7
	% With Accommodations	78.3
CAPT	% Without Accommodations	55.6
	% With Accommodations	44.4
% Assessed Using Skills Checklist		7.9

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	8	4.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	136	76.0	75.5	72.7
40.1 to 79.0 Percent of Time	34	19.0	15.2	16.1
0.0 to 40.0 Percent of Time	9	5.0	9.3	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 2009. 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 – 78.3% achieved goal, grade 4– 71%, grade 5 – 72%, grade 6 – 77.8%, grade 7 – 76.4% and grade 8 – 88.5%. In reading 75.4% of the third grade, 65.6% of grade four, 68.7% of grade 5, 85.3% of grade six, 79.5% of grade seven and 83.6% of grade 8 achieved goal. Writing results were equally as high with 90.9% of grade three, 72.9% of grade four, 87.2% of grade five, 86.4% of grade 6, 76.4% of grade seven, and 88.5% 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.

Parents are included on district curriculum committees and continue to be active participants in the educational process.

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