

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



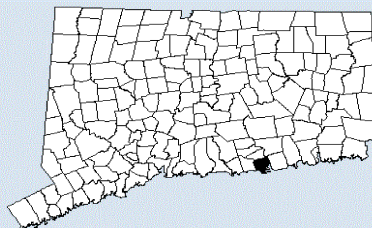
## Old Saybrook School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,317
Per Pupil Expenditures <sup>1</sup>	\$19,582
Total Expenditures <sup>1</sup>	\$26,416,262

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	661	50.2	48.4
Male	656	49.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	53	4.0	5.1
Black or African American	21	1.6	12.9
Hispanic or Latino	112	8.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	41	3.1	2.9
White	1,090	82.8	54.8
English Learners	48	3.6	6.8
Eligible for Free or Reduced-Price Meals	246	18.7	35.9
Students with Disabilities <sup>1</sup>	177	13.4	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	35	5.5	9	1.4
Male	30	4.8	29	4.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	55	5.2	32	2.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	15	7.5	13	5.2
Students with Disabilities	16	9.4	8	4.0
District	65	5.2	38	2.9
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2016-17

## Old Saybrook School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	105.2
Paraprofessional Instructional Assistants	16.0
<b>Special Education</b>	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	44.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	5.4
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	9.7
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	53.0

<sup>1</sup>In 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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	158	100.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	57	60.0	72	83.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	13	*
Students with Disabilities	6	*	9	*
District	69	61.1	87	83.7
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	24	64.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	100.0
Other Health Impairment	44	91.7
Other Disabilities	*	*
Speech/Language Impairment	24	100.0
District	140	82.8
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Old Saybrook School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District	State
	Count	Rate (%)
Autism	37	2.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	37	2.9
Other Health Impairment	49	3.8
Other Disabilities	11	0.9
Speech/Language Impairment	25	2.0
All Disabilities	173	13.5

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,172,834	9,853	9,663
Instructional Supplies and Equipment	766,440	573	321
Improvement of Instruction and Educational Media Services	1,235,296	924	578
Student Support Services	1,648,174	1,233	1,103
Administration and Support Services	2,465,983	1,844	1,861
Plant Operation and Maintenance	3,924,315	2,935	1,637
Transportation	1,385,011	919	877
Costs of Students Tuitioned Out	1,170,035	N/A	N/A
Other	648,174	485	201
Total	26,416,262	19,582	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,216,334	910	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,134,436	37.5
Noncertified Personnel	1,198,820	21.1
Purchased Services	160,422	2.8
Tuition to Other Schools	1,104,865	19.4
Special Ed. Transportation	519,423	9.1
Other Expenditures	570,501	10.0
Total Expenditures	5,688,467	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	91.2	93.1
State	6.2	4.3
Federal	1.5	1.6
Tuition & Other	1.0	1.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Old Saybrook 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	0	N/A	0	N/A	0	N/A
Asian	28	74.8	28	72.0	13	*
Black or African American	11	*	11	*	*	*
Hispanic or Latino	51	65.8	51	60.3	27	55.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	8	*
White	560	74.3	560	68.8	263	60.1
English Learners	40	59.1	40	55.0	10	*
Non-English Learners	620	74.4	620	68.9	305	60.4
Eligible for Free or Reduced-Price Meals	105	65.6	105	60.6	53	56.5
Not Eligible for Free or Reduced-Price Meals	555	74.9	555	69.5	262	60.7
Students with Disabilities	92	56.8	92	48.8	36	46.8
Students without Disabilities	568	76.1	568	71.2	279	61.7
High Needs	188	62.0	188	56.0	86	52.9
Non-High Needs	472	78.0	472	72.9	229	62.7
District	660	73.4	660	68.1	315	60.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.4	80.4	88.2	83.3	385	84.9
Curl Up	90.8	85.9	86.4	83.3	385	86.5
Push Up	78.2	84.8	87.3	64.6	385	79.0
Mile Run/PACER	89.7	92.4	84.5	65.6	385	82.9
All Tests - District	56.3	67.4	69.1	58.3	385	63.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Old Saybrook School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	0	0
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	28	85.7
Students with Disabilities	*	*
District	135	92.6
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	62	57.9
Male	94.5	62	56.4
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.1	104	57.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	87.5	6	25.0
Students with Disabilities	81.3	6	18.8
District	95.9	124	57.1
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.6	92.2
Male	79.7	86.8
Black or African American	79.7	*
Hispanic or Latino	*	*
White	86.6	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	75.0	*
Students with Disabilities	*	*
District	85.4	90.2
State	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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 2016-17

## Old Saybrook School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.4	75	49.0	50	97.9	67.1
	High Needs Students	62.0	75	41.3	50	82.7	55.9
Math Performance Index	All Students	68.1	75	45.4	50	90.7	62.2
	High Needs Students	56.0	75	37.3	50	74.6	50.5
Science Performance	All Students	60.0	75	40.0	50	80.0	55.3
	High Needs Students	52.9	75	35.2	50	70.5	45.2
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	55.4%
	High Needs Students	67.2%	100%	67.2	100	67.2	49.8%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	61.7%
	High Needs Students	59.5%	100%	59.5	100	59.5	53.7%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.4	9.9%
	High Needs Students	7.0%	<=5%	46.0	50	91.9	15.8%
Preparation for CCR	% Taking Courses	71.9%	75%	47.9	50	95.9	70.7%
	% Passing Exams	57.1%	75%	38.1	50	76.2	43.5%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.6%	94%	98.5	100	98.5	87.4%
6-year Graduation - High Needs Students (2014)		90.2%	94%	96.0	100	96.0	82.0%
Postsecondary Entrance (Class of 2016)		85.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.5%   63.1%	75%	42.1	50	84.2	92.0%   51.6%
Arts Access		66.7%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1120.6</b>	<b>1350</b>	<b>83.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.0	13.0	16.7	
Math Performance Index Gap	72.9	56.0	16.9	18.7	
Science Performance Index Gap	62.7	52.9	9.9	16.6	
Graduation Rate Gap	94.0%	90.2%	3.8%	12.0%	N

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.7
	High Needs Students	97.4
Math	All Students	97.7
	High Needs Students	97.4
Science	All Students	97.5
	High Needs Students	96.7

<sup>3</sup>Minimum 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: 50.2**

#### 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 2016-17

## Old Saybrook School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Across the district, Old Saybrook schools have worked hard to create opportunities for two-way communication with families. This has included several night events designed to hear parents' questions and provide information about available resources. Our Pupil Services department hosted parent workshops on understanding IEPs and the 504 process. A paraeducator headed an effort to provide Spanish-speaking families with information about summer camps and activities for children in the community. Several videos provided information about standards-based practices across the district. In response to specific parent feedback, an archive of all school and districtwide communications was created and made searchable by grade level to give families easy access to information in regular newsletters and flyers. Additionally, we have made efforts to improve several processes and procedures. Our attendance board process was revised and attendance is now discussed weekly. We have implemented new universal screenings for math, reading and anxiety. Parents and students are now regularly included on school and district committees and share in decision-making. Each of these efforts are small steps that make our district stronger in support of our students.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Old Saybrook Schools have continued to participate in interdistrict grants programs designed to reduce racial, ethnic and economic isolation. We have a K-12 World Language program that includes significant cultural studies at each level. There has also been continued support for cultural arts programs across the district. Most importantly, we have improved the quality and quantity of communications translated into the multiple native languages of families in our district.

# District Profile and Performance Report for School Year 2016-17

## Old Saybrook School District

### **Equitable Allocation of Resources among District Schools**

Each year, Old Saybrook creates a zero-based budget, putting in only the necessary expenditures for the next year. We have only three schools across the district and each houses different grade levels, so the needs are different in each building, making the budgets vary across the three. Part of our budgeting process, though, is to examine the district budget together and collaboratively suggest cuts and revisions. The process is transparent, assuring equity.