

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



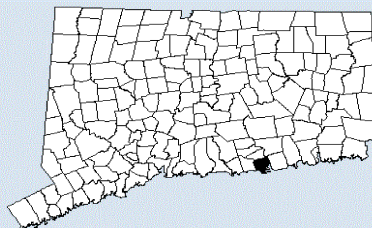
## Old Saybrook School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,195
Per Pupil Expenditures <sup>1</sup>	\$21,883
Total Expenditures <sup>1</sup>	\$27,046,960

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	580	48.5	48.4
Male	615	51.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	43	3.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	150	12.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	33	2.8	3.8
White	954	79.8	51.1
English Learners	68	5.7	8.3
Eligible for Free or Reduced-Price Meals	329	27.5	43.3
Students with Disabilities <sup>3</sup>	174	14.6	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	78	14.0	*	*
Male	76	13.1	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	13.2	*	*
White	126	13.8	6	0.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	46	15.6	6	1.7
Students with Disabilities	34	20.1	*	*
District	154	13.5	10	0.8
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 12**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Old Saybrook School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	104.2
Paraprofessional Instructional Assistants	16.0
<b>Special Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	31.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	8.6
Counselors, Social Workers and School Psychologists	10.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	49.5

<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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	3	1.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	153	98.1	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	*	9	*
White	70	79.5	103	97.2
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	24	80.0	31	96.9
Students with Disabilities	12	*	22	95.7
District	86	79.6	123	96.1
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	20	60.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	55	94.8
Other Health Impairment	41	85.4
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	134	79.3
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Old Saybrook School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	3.1	2.0
Emotional Disturbance	10	0.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	58	5.1	5.7
Other Health Impairment	49	4.3	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	0.9	1.8
All Disabilities	176	15.4	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,893,906	\$12,859	\$10,923
Support services - students	\$1,892,064	\$1,561	\$1,277
Support services - instruction	\$1,456,297	\$1,202	\$682
Support services - general administration	\$582,135	\$480	\$467
Support services - school based administration	\$1,505,993	\$1,243	\$1,021
Central and other support services	\$1,061,460	\$876	\$679
Operation and maintenance of plant	\$2,144,691	\$1,770	\$1,718
Student transportation services	\$1,324,915	\$1,147	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$1,185,498	\$978	\$59
Total	\$27,046,960	\$21,883	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,411,260	40.4	28.5
Instructional Aide Salaries	\$944,571	15.8	10.1
Other Salaries	\$192,494	3.2	11.1
Employee Benefits	\$594,875	10.0	13.0
Purchased Services Other Than Transportation	\$201,030	3.4	5.7
Special Education Tuition	\$1,116,133	18.7	22.5
Supplies	\$61,372	1.0	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$426,037	7.1	8.0
Equipment	\$12,968	0.2	0.2
All Other Expenditures	\$2,580	0.0	0.1
Total	\$5,963,321	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	94.9
State	2.2
Federal	1.6
Tuition & Other	1.2

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Old Saybrook School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	37	83.8
Students with Disabilities	10	*
District	110	92.7
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	86.0	86.0
Male	78.3	91.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	84.5	90.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.7	80.0
Students with Disabilities	*	*
District	82.5	88.4
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	69.1%	100%	60.4%
	Oral	69.0%	100%	57.6%
Chronic Absenteeism	All Students	13.5%	<=5%	12.2%
	High Needs Students	16.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	88.6%	75%	80.4%
On-track to High School Graduation		98.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		82.5%	75%	71.5%
Arts Access		79.2%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	96.9%	-2.9%	10.9%	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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Old Saybrook School District

### Narratives

---

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

The 2019-2020 school year was the fourth 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. The three goals of this plan are focused on refinement of curriculum documents to embed teaching and learning of 21st Century skills, implementation of standards-based instructional practices, and support for new populations of students as our demographics change to include more students learning English and more students living in poverty. Beginning in March, and extending throughout the summer, the district has communicated regularly with parents and caregivers through digital means. Weekly emails, frequent short videos, surveys, and online parent forums have all helped the district to gather parent input and disseminate information. Videos are posted to the district's YouTube Channel so that accessibility features and translation services are readily available. Additionally, the district has launched a Facebook page while maintaining a Twitter feed, YouTube Channel, and formal district website. Through features like these, we hope to actively engage and partner with families in educating the community's children.

#### **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. With growing populations of students learning English and students living in poverty, we have engaged in several training opportunities to better prepare educators to support all students. The district hosted two rounds of Training for All Teachers, a multi-day workshop at which educators learned to support students' second language development in every classroom. All educators engaged in Restorative Practices training, as well. Old Saybrook recently hired a second bilingual teacher and a second social worker to support students and families. During the period of remote learning from March to June 2020, breakfast and lunch were provided five days a week, with additional food for weekends distributed each Friday. The meals were available to all children 18 and under regardless of economic status. The digital divide was addressed during this period, as well, with distribution of laptops, iPads, and WiFi hotspots to all families who identified a need.

# District Profile and Performance Report for School Year 2019-20

## Old Saybrook School District

### **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.