Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Old Saybrook School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	3
Enrollment	1,219
Per Pupil Expenditures[1]	$20,646
Total Expenditures[1]	$26,591,920

[1]*Expenditure data reflect the 2017-18 school year.*
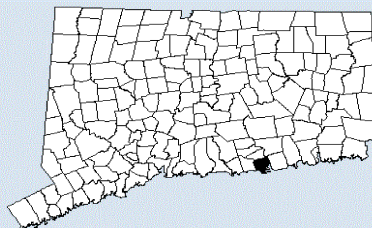
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	614	50.4	48.4
Male	605	49.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	45	3.7	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	129	10.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	39	3.2	3.6
White	990	81.2	52.4
English Learners	59	4.8	7.6
Eligible for Free or Reduced-Price Meals	344	28.2	42.1
Students with Disabilities[3]	162	13.3	15.4

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

[3]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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	51	8.6	*	*
Male	43	7.4	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	16	13.7	*	*
White	70	7.3	*	*
English Learners	8	13.1	0	0.0
Eligible for Free or Reduced-Price Meals	48	14.6	6	1.6
Students with Disabilities	32	18.9	*	*
District	94	8.0	15	1.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 9

Number of school-based arrests: 0

[4]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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	100.9
Paraprofessional Instructional Assistants	22.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	29.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	8.6
Counselors, Social Workers and School Psychologists	10.2
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	50.0

[1]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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	2	1.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	154	98.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	8	*	7	*
White	78	72.9	87	96.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	65.7	31	96.9
Students with Disabilities	13	65.0	11	*
District	93	72.1	106	96.4
State		74.5		85.2

[2]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[3]

	Count	Rate (%)
Autism	21	58.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	50	98.0
Other Health Impairment	33	82.5
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	124	76.5
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	3.1	1.9
Emotional Disturbance	10	0.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	51	4.3	5.5
Other Health Impairment	41	3.5	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	14	1.2	1.8
All Disabilities	166	14.0	15.0

[1]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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	4.2	8.2
Private Schools or Other Settings	11	6.6	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$14,742,539	$11,446	$10,545
Support services - students	$1,845,266	$1,464	$1,373
Support services - instruction	$2,069,435	$1,642	$644
Support services - general administration	$664,121	$527	$462
Support services - school based administration	$1,506,043	$1,195	$1,007
Central and other support services	$428,155	$340	$671
Operation and maintenance of plant	$2,355,356	$1,869	$1,629
Student transportation services	$1,424,932	$1,183	$1,231
Food services	.	.	$13
Enterprise operations	$658,042	$522	$157
Minor school construction	$898,030	$713	$65
Total	$26,591,920	$20,646	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$2,273,290	38.8	29.7
Instructional Aide Salaries	$1,151,687	19.6	9.6
Other Salaries	$68,085	1.2	10.4
Employee Benefits	$530,470	9.0	13.0
Purchased Services Other Than Transportation	$142,873	2.4	5.5
Special Education Tuition	$1,095,738	18.7	22.6
Supplies	$42,126	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$537,483	9.2	8.0
Equipment	$21,183	0.4	0.2
All Other Expenditures	$2,326	0.0	0.1
Total	$5,865,260	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.1	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	95.0
State	1.9
Federal	1.6
Tuition & Other	1.4

[4]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).

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	22	72.4	21	71.5	13	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	64	65.1	64	62.8	22	59.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	17	*	17	*	*	*
White	526	75.7	527	72.0	234	71.9
English Learners	50	63.2	50	62.6	21	58.0
Non-English Learners	583	75.3	583	71.6	257	71.6
Eligible for Free or Reduced-Price Meals	173	69.0	174	64.2	74	61.6
Not Eligible for Free or Reduced-Price Meals	460	76.4	459	73.5	204	73.8
Students with Disabilities	90	55.6	91	51.6	34	50.7
Students without Disabilities	543	77.5	542	74.2	244	73.3
High Needs	243	66.0	244	61.7	98	60.1
Non-High Needs	390	79.6	389	76.7	180	76.2
District	633	74.4	633	70.9	278	70.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.3	78.6	79.2	87.5	370	82.7
Curl Up	50.0	81.0	87.5	100.0	370	78.6
Push Up	55.9	83.3	86.5	90.9	370	78.4
Mile Run/PACER	80.4	89.3	77.1	68.2	370	78.6
All Tests - District	26.5	59.5	62.5	60.2	370	51.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	16	*
District	110	96.4
State		88.3

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

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	84	65.6
Male	97.3	65	58.6
Black or African American	*	*	*
Hispanic or Latino of any race	*	7	*
White	97.0	129	65.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.0	31	46.3
Students with Disabilities	81.8	*	*
District	97.5	149	62.3
State	95.9		42.6

[3]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

[4]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 percentage.

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.
Copyright © 2019 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	89.1	88.4
Male	81.5	80.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	88.0	86.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80.0	*
Students with Disabilities	*	*
District	85.3	84.6
State	71.0	87.8

[5]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.

[6]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

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	74.4	75	49.6	50	99.2	67.7
	High Needs Students	66.0	75	44.0	50	88.0	58.1
Math Performance Index	All Students	70.9	75	47.3	50	94.6	63.1
	High Needs Students	61.7	75	41.2	50	82.3	52.7
Science Performance Index	All Students	70.5	75	47.0	50	94.1	63.8
	High Needs Students	60.1	75	40.1	50	80.2	54.2
ELA Academic Growth	All Students	78.6%	100%	78.6	100	78.6	59.9%
	High Needs Students	76.4%	100%	76.4	100	76.4	55.1%
Math Academic Growth	All Students	80.9%	100%	80.9	100	80.9	62.5%
	High Needs Students	77.9%	100%	77.9	100	77.9	55.2%
Progress Toward English Proficiency	Literacy	65.2%	100%	32.6	50	65.2	60.0%
	Oral	45.3%	100%	22.7	50	45.3	52.1%
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	87.9	10.4%
	High Needs Students	14.2%	<=5%	31.6	50	63.1	16.1%
Preparation for CCR	% Taking Courses	83.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	62.3%	75%	41.6	50	83.1	42.6%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.3%	94%	98.2	100	98.2	83.3%
Postsecondary Entrance (Class of 2018)		85.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9% | 51.4%	75%	34.2	50	68.5	96.4% | 52.9%
Arts Access		76.8%	60%	50.0	50	100.0	51.9%
Accountability Index				**1237.7**	**1450**	**85.4**	

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[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	66.0	9.0	15.4	
Math Performance Index Gap	75.0	61.7	13.3	17.6	
Science Performance Index Gap	75.0	60.1	14.9	16.1	
Graduation Rate Gap	94.0%	92.3%	1.7%	11.1%	N

[1]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.
[2]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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.6
	High Needs Students	96.9
Math	All Students	97.6
	High Needs Students	97.3
Science	All Students	93.4
	High Needs Students	87.7

[3]Minimum participation standard is 95%.

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.

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

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2018-2019 school year was the third 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 standard-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. This year our parental outreach efforts focused on communicating in students' home languages and translating all communications into Spanish, highlighting our changing demographics by sharing data that accurately reflects the makeup of our community, and working with parents to develop standards-based reporting practices that make transparent students' progress toward learning targets. Additionally, our district's public relations committee launched two initiatives to communicate the way parents have asked to receive information: quickly and with videos. The first, Sixty Super Seconds, is a monthly feature in which the superintendent shares news from the district in a one-minute video. The second, Here's Something Awesome, is a two-minute video featuring student achievements that will be pushed out to families every six to eight weeks. 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 of training opportunities to better prepare educators to support all students. A cohort attended Training for All Teachers, a multi-day workshop at which educators learned to support students' second language development in every classroom. All teachers of grades 4-12 and administrators engaged in Restorative Practices training, with training for P-3 teachers and all paraeducators scheduled for next school year. Additionally, the Old Saybrook community recently supported a budget that will allow for the district's bilingual teacher and social worker roles to be increased from part time to full time in the 2019-2020 school year.   This summer, we will again partner with community agencies to offer summer lunch to children in town. Finally, Old Saybrook High School will honor twenty-four students who have earned the Seal of Biliteracy at graduation.

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.