Connecticut State Department of Education

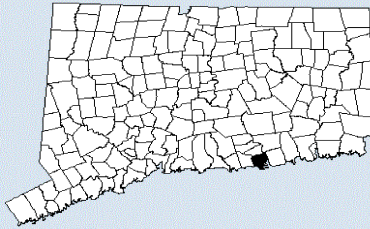# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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	4
Enrollment	1,346
Per Pupil Expenditures[1]	$17,855
Total Expenditures[1]	$25,336,869

[1]*Expenditure data reflect the 2014-15 year.*

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	670	49.8	48.3
Male	676	50.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	59	4.4	4.9
Black or African American	*	*	12.8
Hispanic or Latino	120	8.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	33	2.5	2.7
White	1,113	82.7	55.9
English Learners	35	2.6	6.4
Eligible for Free or Reduced-Price Meals	250	18.6	38.0
Students with Disabilities[1]	179	13.3	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	45	6.8	9	1.3
Male	39	5.9	26	3.8
Black or African American	*	*	*	*
Hispanic or Latino	6	5.4	*	*
White	70	6.4	25	2.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	18	7.5	11	4.0
Students with Disabilities	21	12.1	12	5.8
District	84	6.4	35	2.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

[2]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.

[3]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	113.4
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	50.0
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	4.0
Counselors, Social Workers and School Psychologists	9.7
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	58.0

[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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	165	100.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	*	*	8	*
White	43	54.4	92	86.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	19	90.5
Students with Disabilities	*	*	14	*
District	52	53.6	113	85.0
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	22	62.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	38	100.0
Other Health Impairment	41	91.1
Other Disabilities	*	*
Speech/Language Impairment	23	88.5
District	133	76.9
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	2.7	1.6
Emotional Disturbance	15	1.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	38	2.9	4.6
Other Health Impairment	46	3.5	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	28	2.1	1.9
All Disabilities	176	13.4	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	12,944,748	9,155	9,387
Instructional Supplies and Equipment	904,230	639	318
Improvement of Instruction and Educational Media Services	1,270,581	899	541
Student Support Services	1,610,763	1,139	1,048
Administration and Support Services	2,495,023	1,765	1,790
Plant Operation and Maintenance	2,785,392	1,970	1,608
Transportation	1,451,850	922	845
Costs of Students Tuitioned Out	1,275,708	N/A	N/A
Other	598,574	423	194
Total	25,336,869	17,855	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	1,280,446	906	1,524

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

Special Education Expenditures: 2014-15

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,063,179	36.4	35.1
Noncertified Personnel	1,165,309	20.6	14.5
Purchased Services	117,138	2.1	5.5
Tuition to Other Schools	1,206,938	21.3	21.6
Special Ed. Transportation	566,370	10.0	8.3
Other Expenditures	551,085	9.7	15.0
Total Expenditures	5,670,019	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.2	91.8
State	4.9	5.1
Federal	1.6	1.7
Tuition & Other	1.3	1.4

[4]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).

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	29	76.0	29	71.3	15	*
Black or African American	13	*	13	*	7	*
Hispanic or Latino	58	66.4	58	60.1	15	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	9	*
White	589	74.6	587	68.0	274	64.3
English Learners	21	55.4	21	49.0	7	*
Non-English Learners	678	74.3	676	68.0	314	64.0
Eligible for Free or Reduced-Price Meals	129	66.9	127	59.8	50	55.1
Not Eligible for Free or Reduced-Price Meals	570	75.3	570	69.1	271	65.1
Students with Disabilities	121	58.2	119	51.1	55	48.4
Students without Disabilities	578	77.0	578	70.8	266	66.7
High Needs	226	63.7	224	56.9	94	52.9
Non-High Needs	473	78.5	473	72.4	227	67.9
District	699	73.7	697	67.4	321	63.5

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.1	83.5	83.5	88.7	431	85.6
Curl Up	86.1	84.5	90.9	93.4	431	88.9
Push Up	75.2	89.3	86.0	88.7	431	84.9
Mile Run/PACER	90.1	87.4	86.0	65.1	431	82.1
All Tests - District	62.4	71.8	63.6	57.5	431	63.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	20	75.0	.		.
District	126	95.2	93.1	Yes	93.2
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.5	68	56.7
Male	95.5	60	54.5
Black or African American	*	0	*
Hispanic or Latino	95.2	*	*
White	96.2	106	57.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.1	14	41.2
Students with Disabilities	*	*	*
District	96.5	128	55.7
State	95.6		40.7

[5]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

[6]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.
Copyright © 2016 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 2015	Class of 2014
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	94.1	93.9
Male	73.1	90.7
Black or African American	*	*
Hispanic or Latino	*	*
White	83.3	93.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	85.0	92.2
State	71.9	88.3

[7]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.

[8]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 2015-16
Old Saybrook School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.7	75	49.2	50	98.3	67.7
	High Needs Students	63.7	75	42.5	50	85.0	56.7
Math Performance Index	All Students	67.4	75	45.0	50	89.9	61.4
	High Needs Students	56.9	75	37.9	50	75.9	49.9
Science Performance Index	All Students	63.5	75	42.3	50	84.7	57.5
	High Needs Students	52.9	75	35.3	50	70.5	47.0
ELA Academic Growth	All Students	65.4%	100%	65.4	100	65.4	63.8%
	High Needs Students	61.9%	100%	61.9	100	61.9	58.3%
Math Academic Growth	All Students	70.6%	100%	70.6	100	70.6	65.0%
	High Needs Students	64.6%	100%	64.6	100	64.6	57.4%
Chronic Absenteeism	All Students	6.4%	<=5%	47.3	50	94.5	9.6%
	High Needs Students	8.7%	<=5%	42.5	50	85.1	15.6%
Preparation for CCR	% Taking Courses	71.7%	75%	47.8	50	95.7	67.6%
	% Passing Exams	55.7%	75%	37.1	50	74.2	40.7%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	85.1
4-year Graduation All Students (2015 Cohort)		95.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.6%	94%	96.4	100	96.4	78.6%
Postsecondary Entrance (Class of 2015)		85.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2% | 63.8%	75%	42.5	50	85.1	89.2% | 50.5%
Arts Access		72.7%	60%	50.0	50	100.0	47.5%
Accountability Index				**1128.3**	**1350**	**83.6**	

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	63.7	11.3	16.5	
Math Performance Index Gap	72.4	56.9	15.5	18.9	
Science Performance Index Gap	67.9	52.9	15.1	17.2	
Graduation Rate Gap	94.0%	90.6%	3.4%	15.3%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.9
	High Needs Students	99.2
Math	All Students	98.6
	High Needs Students	98.3
Science	All Students	99.4
	High Needs Students	98.0

[3]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: 59.5   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 15-16 school year, Old Saybrook Public Schools engaged in a thorough process of information gathering to design our next Strategic Plan. With the support of an outside consultant, input from parents, the community at large, students and faculty was gathered through a series of meetings. Additionally, a community survey was conducted with more than five hundred individual responses. This input was distilled into a three goal Strategic Plan.

The three goals of the Strategic Plan are: .- Consistent implementation of a well-developed, state-of–the-art and fully articulated series of standards and outcomes for learning. .- Innovative and highly focused instructional design and practices that maximize student engagement while streamlining student work to that which is meaningful and essential. .- Proactive and flexible plans that respond to changing demographics including declining enrollment, increasing numbers of students who speak English as a second language, increasing social and emotional needs of students, and increasing expense of education in a setting where the number of households with school-age children is declining.

We believe that increased personalization and flexibility for learning without barriers of time and place will increase student engagement. In turn, this will increase college and career readiness for all, including students with special educational needs, and prevent truancy. Additionally, the work of the Strategic Plan will include a shift to mastery-based instructional practices, further supporting depth of learning and engagement for all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 15-16 academic year, Old Saybrook Public Schools and community members shared in the creation of our new, five year Strategic Plan. This Strategic Plan contains several commitments to reduce racial, ethnic, and economic isolation. .Action steps within the Strategic Plan include identification of opportunities for regionalism. We are seeking to partner with surrounding school districts to better meet the needs of all students as our enrollments decline. This will enable each district to offer much broader and more diverse opportunities within the public school setting, availing all PK-12 students of these programs and services. For example, while no single local district may be able to expand World Language offerings in these economic times, together we hope to be able to diversity our offerings to meet the changing needs of students entering a global society. In a similar vein, students seeking internships and early college experiences would benefit from regionalism across multiple districts with an expanded diversity of course offerings and workplace experiences.

Breaking down barriers of time and place and increasing personalization of learning provide more opportunities for all students, while reducing racial, ethnic, and economic isolation. As Old Saybrook Public Schools engage in the action steps of the new Strategic Plan, we are confident that we will be improving access to a high-quality education for all.

Equitable Allocation of Resources among District Schools

The Old Saybrook Board of Education policy regarding distribution of district resources ensures that each of the three district schools receives appropriate resource allocations. The Old Saybrook School System consists of only three schools: an elementary (preK-3), a middle school (4-8), and a high school (9-12).

Decisions made annually regarding staffing, instructional materials, and capital improvements are developed collaboratively through the District Leadership Team and presented to the Board of Education for consideration. Class enrollment, student performance data from a variety of sources, and the repair and maintenance needs of the facilities are considered in allocating funds. Following a thorough investigation of the instructional and operating systems, the Superintendent makes specific recommendations to the Board of Education to meet the needs of all students. The number and type of teachers and non-certified staff employed depends on the specific needs and numbers of the student population and the educational services they require to be successful.