Connecticut State Department of Education

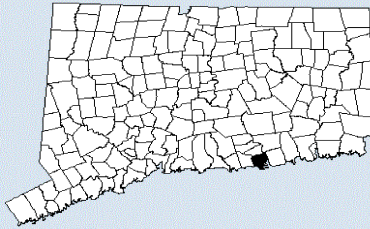# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

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	4
Enrollment	1,425
Per Pupil Expenditures[1]	$17,155
Total Expenditures[1]	$24,565,757

[1]Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	729	51.2	48.3
Male	696	48.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	68	4.8	4.7
Black or African American	24	1.7	12.9
Hispanic or Latino	102	7.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	35	2.5	2.5
White	1,196	83.9	57.2
English Language Learners	25	1.8	6.3
Eligible for Free or Reduced-Price Meals	249	17.5	37.6
Students with Disabilities[1]	205	14.4	13.3

[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	91	12.9	14	1.9
Male	70	10.4	33	4.6
Black or African American	*	*	*	*
Hispanic or Latino	7	7.5	*	*
White	143	12.3	37	3.1
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	12.7	10	3.8
Students with Disabilities	33	17.8	13	5.9
District	161	11.7	47	3.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 5

[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	112.3
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	50.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.4
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	9.7
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	59.0

[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	0.0
White	166	100.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.2

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	*	*
Hispanic or Latino	*	*	*	*
White	67	63.2	96	88.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	9	*	8	*
Students with Disabilities	8	*	11	*
District	77	58.8	110	86.6
State		58.4		73.8

[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	21	61.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	41	85.4
Other Health Impairment	47	85.5
Other Disabilities	*	*
Speech/Language Impairment	24	96.0
District	143	74.9
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	2.5	1.5
Emotional Disturbance	11	0.8	1.0
Intellectual Disability	6	0.4	0.5
Learning Disability	48	3.5	4.4
Other Health Impairment	55	4.0	2.6
Other Disabilities	17	1.2	1.0
Speech/Language Impairment	28	2.0	1.9
All Disabilities	199	14.4	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	13,060,728	9,089	9,134
Instructional Supplies and Equipment	799,803	557	334
Improvement of Instruction and Educational Media Services	1,218,431	848	498
Student Support Services	1,589,263	1,106	1,001
Administration and Support Services	2,594,363	1,805	1,694
Plant Operation and Maintenance	2,612,305	1,818	1,572
Transportation	1,101,488	712	813
Costs of Students Tuitioned Out	1,054,865	N/A	N/A
Other	534,511	372	186
Total	24,565,757	17,155	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	944,121	657	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,972,377	37.0	35.1
Noncertified Personnel	1,215,403	22.8	14.2
Purchased Services	115,391	2.2	5.2
Tuition to Other Schools	1,027,925	19.3	22.0
Special Ed. Transportation	424,609	8.0	8.6
Other Expenditures	573,590	10.8	14.9
Total Expenditures	5,329,295	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.4	92.1
State	4.2	4.4
Federal	1.7	1.7
Tuition & Other	1.7	1.8

[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	34	75.0	34	67.2	13	*
Black or African American	15	*	15	*	8	*
Hispanic or Latino	45	72.4	46	60.0	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	6	*
White	619	74.5	620	64.9	262	64.3
English Language Learners	17	*	17	*	8	*
Non-English Language Learners	709	74.5	711	64.8	295	64.8
Eligible for Free or Reduced-Price Meals	116	70.2	117	60.1	43	58.7
Not Eligible for Free or Reduced-Price Meals	610	74.9	611	65.4	260	65.1
Students with Disabilities	128	58.5	128	48.1	54	54.2
Students without Disabilities	598	77.5	600	68.0	249	66.4
High Needs	216	64.9	217	54.5	87	57.0
Non-High Needs	510	78.1	511	68.7	216	67.1
District	726	74.2	728	64.5	303	64.2

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	79.8	84.1	90.3	81.4	385	84.2
Curl Up	91.0	86.9	84.5	97.7	385	89.6
Push Up	77.5	72.9	82.5	89.5	385	80.3
Mile Run/PACER	76.4	81.3	84.5	72.1	385	79.0
All Tests - District	64.0	65.4	56.3	57.0	385	60.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

[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]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	29	86.2	.		.
Students with Disabilities	*	*	.		.
District	137	92.0	93.0	No	93.1
State[4]		87.0			

[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 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 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	81.9	81	58.7
Male	75.0	59	49.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	80.4	120	56.1
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	53.6	11	39.3
Students with Disabilities	*	*	*
District	78.7	140	54.3
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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.

Copyright © 2015 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	83.3	96.4
Male	79.4	83.9
Black or African American	*	*
Hispanic or Latino	*	*
White	82.6	90.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69.0	90.9
Students with Disabilities	*	*
District	81.3	90.2
State	72.6	88.8

[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

Next Generation Accountability Results

These statistics are the first 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	74.2	75	98.9	100	98.9	67.9
	High Needs Students	64.9	75	86.5	100	86.5	56.7
Math Performance Index	All Students	64.5	75	86.0	100	86.0	59.3
	High Needs Students	54.5	75	72.7	100	72.7	47.8
Science Performance Index	All Students	64.2	75	85.6	100	85.6	56.5
	High Needs Students	57.0	75	76.0	100	76.0	45.9
Chronic Absenteeism	All Students	11.7%	<=5%	36.6	50	73.2	10.6%
	High Needs Students	14.0%	<=5%	32.1	50	64.1	17.3%
Preparation for CCR	% Taking Courses	72.5%	75%	48.3	50	96.6	66.1%
	% Passing Exams	54.3%	75%	36.2	50	72.4	37.3%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.0%	94%	97.8	100	97.8	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		93.9%	94%	99.9	100	99.9	77.6%
Postsecondary Entrance (Class of 2014)		81.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.8% | 60.8%	75%	40.5	50	81.0	87.6% | 51.0%
Arts Access		73.9%	60%	50.0	50	100.0	45.7%
Accountability Index				**1097.2**	**1250**	**87.8**	

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	64.9	10.1	17.3	
Math Performance Index Gap	68.7	54.5	14.2	19.6	
Science Performance Index Gap	67.1	57.0	10.1	17.2	
Graduation Rate Gap	94.0%	93.9%	0.1%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.1
	High Needs Students	97.4
Math	All Students	97.4
	High Needs Students	97.8
Science	All Students	99.4
	High Needs Students	97.9

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: 44.7   **State: 50.1**

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

In 2014-2015, Old Saybrook Public Schools undertook a deep examination of grading and assessment practices. The district participated in the CSDE's Assessment Reduction Grant and created a plan that focused assessment on guiding instruction. From that, a Grading and Assessment Committee was formed and began an examination of standards-based instructional practices. Additionally, the district examined professional development and educator evaluation plans, refining and focusing that work to more directly support professional growth and student instruction. Finally, Old Saybrook was nearing the end of its most recent Strategic Plan, so efforts to achieve the goals of that plan were redoubled and several were accomplished.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2014-2015 school year, the Old Saybrook School District was involved in numerous inter-district collaborative programs and school-wide programs for the purpose of reducing racial, ethnic, and economic isolation. The Goodwin School continued its multi-cultural exchange with neighboring priority districts. Additionally, eight interactive multi-cultural programs funded by the PTA were offered to all students. Students at Kathleen E. Goodwin continued their activities to support several acts of giving throughout the year, developing a sense of community within the school. Old Saybrook Middle School offered multiple cultural curricular experiences for students in grades 4-8, including the COLT World Language Poetry Competition. Old Saybrook High School students participated in the COLT World Language Poetry Competition, a True Colors Conference, and Transition Expo.

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.