

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



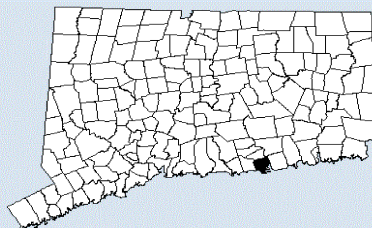
Old Saybrook School District

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

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,446
Per Pupil Expenditures ¹	\$15,855
Total Expenditures ¹	\$23,592,695

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	736	50.9	48.3
Male	710	49.1	51.6
American Indian	0	0.0	0.2
Asian	72	5.0	4.6
Black or African American	*	*	12.9
Hispanic or Latino	92	6.4	21.2
Pacific Islander	*	*	0.0
White	1,225	84.7	58.4
Two or More Races	30	2.1	2.3
English Language Learners	14	1.0	5.7
Eligible for Free or Reduced-Price Meals	261	18.0	37.3
Students with Disabilities ¹	222	15.4	12.8

¹Students 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	53 7.5	9 1.2
Male	32 4.7	25 3.4
Black or African American	* *	* *
Hispanic or Latino	* *	* *
White	73 6.1	28 2.2
English Language Learners	* *	0 0.0
Eligible for Free or Reduced-Price Meals	29 12.6	12 4.4
Students with Disabilities	20 10.4	11 4.8
District	85 6.1	34 2.3
State	10.8	7.4

Number of students in 2012-13 qualified as truant under state statute: 7

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	110.9
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	24.6
Paraprofessional Instructional Assistants	53.0
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	5.0
Counselors, Social Workers and School Psychologists	8.7
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	62.0

¹In 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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	167	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	24	22.4	43	35.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	30	23.6	47	35.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	21	72.4
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	51	92.7
Other Health Impairment	51	91.1
Other Disabilities	*	*
Speech/Language Impairment	29	96.7
District	162	81.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	30	2.2	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	55	4.0	4.2
Other Health Impairment	59	4.3	2.5
Other Disabilities	18	1.3	1.0
Speech/Language Impairment	30	2.2	1.9
All Disabilities	210	15.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	11	5.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,644,575	8,458	8,769
Instructional Supplies and Equipment	564,217	377	275
Improvement of Instruction and Educational Media Services	1,143,711	765	487
Student Support Services	1,488,156	995	965
Administration and Support Services	2,252,793	1,507	1,600
Plant Operation and Maintenance	2,837,017	1,898	1,472
Transportation	996,340	617	786
Costs of Students Tuitioned Out	1,152,712	N/A	N/A
Other	513,174	343	178
Total	23,592,695	15,855	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,040,647	696	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,871,131	36.3	35.6
Noncertified Personnel	1,084,197	21.0	14.5
Purchased Services	223,653	4.3	5.0
Tuition to Other Schools	1,126,500	21.8	21.4
Special Ed. Transportation	378,635	7.3	8.5
Other Expenditures	476,005	9.2	14.9
Total Expenditures	5,160,121	100.0	100.0
PK-12 Expenditures Used for Special Education		21.9	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.0	92.6
State	4.4	4.5
Federal	1.8	1.9
Tuition & Other	0.9	0.9

⁴Revenue 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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	87.3	85.4	89.6	87.0	.	.	.	.
English Language Learners	73.7	67.9	66.8	74.9	.	.	.	.
Eligible for Free or Reduced-Price Meals	81.4	82.8	84.4	82.5	.	.	.	.
Students with Disabilities	64.7	61.0	70.5	71.9	.	.	.	.
High Needs	73.5	72.2	77.7	78.1	.	.	.	.
District	88.8	88.7	91.0	90.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	56.0	77.5	66.4	61.8	.	.	.	.
District	88.5	87.1	81.2	86.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.2	82.9	87.7	90.6	463	86.0
Curl Up	89.1	92.7	82.8	99.1	463	90.9
Push Up	67.3	75.6	77.0	89.7	463	77.8
Mile Run/PACER	86.1	81.3	86.9	76.9	463	82.7
All Tests - District	55.4	56.9	64.8	73.5	463	62.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	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	24	87.5	.		.
Students with Disabilities	*	*	.		.
District	139	95	92.9	Yes	93.0
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.2	74	55.6
Male	82.7	65	51.2
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	84.1	127	55.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	61.3	*	*
Students with Disabilities	*	*	*
District	83.5	139	53.5
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.2	92.8
Male	83.8	100.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	84.5	95.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	80.0	*
Students with Disabilities	*	*
District	85.0	95.6
State	72.7	88.5

⁷College 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.

⁸College 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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Old Saybrook School System continues to implement the district strategic plan consisting of seven strategies: assessing programs, internal/external communication, social/emotional needs, data/differentiation, character education, personal success plans, and critical thinking. Throughout the strategic planning process, parents have played a role in the development and implementation of each strategy. The Superintendent reports progress on each of these plans to the Board of Education on a regular basis. Beyond the strategic plan, several areas were targeted for improvement in the 2013-2014 school year. The district will continue to provide professional development on unit writing in the new curriculum model based on Ainsworth's Rigorous Curriculum Design. Teachers will continue to write units in this model, incorporating Common Core State Standards. Development of the advisory/advisee program will continue in the middle school. Both the middle school and the high school continue to participate in the Connecticut State Personnel Development Grant. The new teacher evaluation system was implemented district wide. Seven half days have been scheduled, with a focus of providing teachers professional development aimed at implementing the strategic plan and local/state initiatives. Special Education teachers received both behavioral and executive functioning training to better meet the needs of identified students. Old Saybrook High School continues to offer an alternative instructional setting in order to meet the needs of students who are at risk of dropping out. Throughout the school year parents are invited to participate in activities in all three school buildings. There is strong participation in our parent-teacher organizations, which directly impacts student activities. Parents of students who participate in intervention programs are invited to meet with intervention teachers to review their child's needs and gain insight as to how they can assist their children at home. Intervention teachers post bi-weekly reports regarding student progress. The district continues to implement web based programs which allow students access their learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2013-2014 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 School 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. OSMS is finishing its third year of the Connecticut State Personnel Development Grant with a focus on increasing cultural competencies for teachers. Old Saybrook High School students participated in the COLT World Language Poetry Competition, a True Colors Conference, and Transition Expo. OSHS teachers are also participating in the Connecticut State Personnel Development Grant.

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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 school (preK-3), a middle school (4-8), and one high school (9-12). Decisions made annually regarding staffing, instructional supplies/materials, and capital improvements are developed collaboratively through the District Leadership Team and presented to the Board of Education for consideration. 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. Class enrollment, data points based on student performance on local formative and summative assessment and standardized assessments, and the repair and maintenance needs of the facilities are considered in allocating funds. 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.