Connecticut State Department of Education

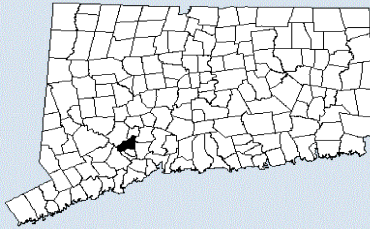# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Seymour School District

Ms. Christine Syriac, Superintendent • 203-888-4564 • www.seymourschools.org/

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	2,306
Per Pupil Expenditures[1]	$13,377
Total Expenditures[1]	$31,836,164

[1]*Expenditure 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)

Contents

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,122	48.7	48.3
Male	1,184	51.3	51.6
American Indian	*	*	0.2
Asian	84	3.6	4.6
Black or African American	97	4.2	12.9
Hispanic or Latino	236	10.2	21.2
Pacific Islander	0	0.0	0.0
White	1,860	80.7	58.4
Two or More Races	*	*	2.3
English Language Learners	83	3.6	5.7
Eligible for Free or Reduced-Price Meals	618	26.8	37.3
Students with Disabilities[1]	266	11.5	12.8

[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	99	8.9	59	5.2
Male	108	9.2	157	13.1
Black or African American	9	10.0	15	16.1
Hispanic or Latino	48	20.3	34	14.0
White	140	7.6	159	8.5
English Language Learners	13	18.1	*	*
Eligible for Free or Reduced-Price Meals	110	17.4	97	14.8
Students with Disabilities	46	17.8	40	13.2
District	207	9.1	216	9.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4

[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	138.5
Paraprofessional Instructional Assistants	12.8
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	10.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.4
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	14.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	106.6

[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 (%)
Asian	1	0.5	1.0
Black or African American	0	0	3.5
Hispanic	1	0.5	3.6
Native American	1	0.5	0.1
White	192	98.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core 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	9.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	26	23.0	36	31.0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	29	20.4	41	29.9
State		14.2		26.8

[3]Effective 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 Peers[4]

	Count	Rate (%)
Autism	22	66.7
Emotional Disturbance	*	*
Intellectual Disability	8	*
Learning Disability	108	97.3
Other Health Impairment	34	97.1
Other Disabilities	*	*
Speech/Language Impairment	32	97.0
District	211	86.5
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	1.5	1.4
Emotional Disturbance	13	0.5	1.0
Intellectual Disability	9	0.4	0.4
Learning Disability	111	4.7	4.2
Other Health Impairment	35	1.5	2.5
Other Disabilities	15	0.6	1.0
Speech/Language Impairment	38	1.6	1.9
All Disabilities	256	10.8	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	15	5.8	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	16,838,210	7,366	8,769
Instructional Supplies and Equipment	725,914	318	275
Improvement of Instruction and Educational Media Services	970,670	425	487
Student Support Services	2,159,229	945	965
Administration and Support Services	4,502,846	1,970	1,600
Plant Operation and Maintenance	3,265,878	1,429	1,472
Transportation	1,568,138	635	786
Costs of Students Tuitioned Out	1,354,639	N/A	N/A
Other	450,640	197	178
Total	31,836,164	13,377	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	5,837,398	2,554	1,434

[3]Expenditures 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		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,360,858	39.8	35.6
Noncertified Personnel	747,312	12.6	14.5
Purchased Services	312,909	5.3	5.0
Tuition to Other Schools	1,083,919	18.3	21.4
Special Ed. Transportation	564,383	9.5	8.5
Other Expenditures	864,087	14.6	14.9
Total Expenditures	5,933,468	100.0	100.0
PK-12 Expenditures Used for Special Education		18.6	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.5	63.3
State	35.9	33.7
Federal	2.5	2.9
Tuition & Other	0.1	0.1

[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

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			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	66.0	69.4	64.5	57.4	.	.	.	
Hispanic or Latino	75.8	74.0	74.7	72.5	.	.	.	
English Language Learners	45.4	49.5	57.0	55.9	.	.	.	
Eligible for Free or Reduced-Price Meals	70.2	70.8	72.9	69.2	.	.	.	
Students with Disabilities	44.2	45.1	47.3	43.6	.	.	.	
High Needs	65.1	66.1	67.7	64.4	.	.	.	
District	81.9	80.7	81.4	79.5	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT

	DPI				2013-14			
	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	48.7	53.6	61.5	59.2	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	
High Needs	46.7	51.4	56.3	54.5	.	.	.	
District	70.0	71.2	71.2	72.5	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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%

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

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	86.5	66.5	59.7	92.0	672	74.9
Curl Up	92.9	89.4	90.3	100.0	672	92.7
Push Up	80.6	58.7	63.4	91.2	672	72.2
Mile Run/PACER	84.7	85.5	67.7	80.3	672	79.3
All Tests - District	71.8	47.5	39.8	72.3	672	56.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

[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]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	23	78.3	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	55	69.1	61.9	Yes	65.1
Students with Disabilities	*	*	.		.
District	181	85.6	84.8	Yes	85.8
State[4]		85.5			

[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 2012-13 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	82.9	47	36.4
Male	77.3	51	34.0
Black or African American	*	*	*
Hispanic or Latino	67.9	*	*
White	80.3	89	38.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.4	11	15.7
Students with Disabilities	*	0	*
District	79.9	98	35.1
State	72.9		37.6

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	80.5	95.1
Male	70.0	90.2
Black or African American	*	*
Hispanic or Latino	*	*
White	74.2	95.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.4	86.4
Students with Disabilities	*	*
District	75.2	92.9
State	72.7	88.5

[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

[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.

[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

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Seymour School District has aligned its English Language Arts and mathematics curriculum grades K-12 with the Core State Standards. Seymour is committed to Reader's Workshop as the model of instructional delivery for Language Arts in grades K-6. Our teachers continue to be trained by experts in the field of reading and writing instruction through an embedded professional learning process. Seymour Middle School's schedule is designed to include a Language Arts block as well as the opportunity to take Spanish during 7th and 8th grade. Seymour High School currently offers 13 Advanced Placement courses including AP Environmental Science, AP Comparative Government and AP Chemistry. The district utilizes a District Data Team to address its goal of continuous improvement and increased student achievement. Building Data Teams function in each school building. This model provides the district with a focus on teaching and learning for school improvement district-wide. The Seymour School District is a completely wireless district which allows teachers and students to easily and quickly access technology resources to enhance student learning. The Seymour School District is always seeking ways to improve internal and external communication in order to unite parents, educators, students and the community in working collaboratively to achieve our mission and goals for learning. In order to facilitate communication with our parent population as well as the community, Seymour has a District webpage and additionally each teacher has his/her own webpage. School employees are also able to communicate with parents through the email system. Each teacher has access to a phone in the classroom to communicate more readily with parents. Parents are able to access information on their child's academic progress in grades 6-12 via Edline.

School-wide positive behavior support is being implemented at each level. In the elementary schools Responsive Classroom has been implemented. At the middle and high school level, Positive Behavioral Interventions and Supports (PBIS) have been implemented to provide students with multiple levels of support to encourage social, behavioral and academic support.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Seymour is a district that values, respects and welcomes diversity. This learning organization works attentively in its efforts to reduce racial, ethnic and economic isolation. The Seymour School District has an excellent sense of priorities and high expectations for all students. Our mission is to educate and to encourage all students, to enhance their experiences, to prepare them with 21st century skills and to meet the challenges of a global society. The district promotes the importance of individuality and originality in the learning process in a safe school climate. Seymour Public Schools continues to educate our students in cultural, ethnic and religious diversity through our curriculum; school-based clubs and inter-district sister school grants as well as countless enrichment activities throughout the school year. The four schools in the district have school based activities, clubs and events to benefit people in need.

Equitable Allocation of Resources among District Schools

The Seymour Public School budgeting process begins in November of each school year. The Central Office administration begins by collaborating with building level administration to assess their needs as related to their school improvement plans as well as the District Strategic Plan. Input from the parent community is obtained whereby budget direction and various initiatives are discussed prior to formal budget preparation. Throughout December and January, Central Office develops a Superintendent's recommended budget that is then presented to the Board of Education at a budget workshop. The conversations take place in the context of long term goals and initiatives, with an emphasis on the linkage to the district goals and the impact on student learning. Information is presented to various stakeholders at formal meetings during the annual town budget process. Once the formal budget is completed and filed at the town hall, the entire budget is posted on the district website for the public to view and provide feedback. The budget process concludes with the passage of the education budget referendum.