

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



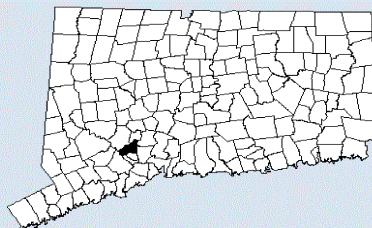
Seymour School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,158
Per Pupil Expenditures ¹	\$15,055
Total Expenditures ¹	\$34,566,453

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,058	49.0	48.4
Male	1,100	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	68	3.2	5.1
Black or African American	88	4.1	12.9
Hispanic or Latino	298	13.8	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	1,674	77.6	54.8
English Learners	56	2.6	6.8
Eligible for Free or Reduced-Price Meals	564	26.1	35.9
Students with Disabilities ¹	293	13.6	14.3

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	62	5.8	27	2.5
Male	101	9.2	82	7.3
Black or African American	7	8.1	9	10.3
Hispanic or Latino	39	12.9	16	5.2
White	112	6.7	79	4.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	83	13.8	62	9.9
Students with Disabilities	50	17.2	32	9.6
District	163	7.5	109	5.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 16

Number of school-based arrests: Fewer than 6

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	133.0
Paraprofessional Instructional Assistants	14.5
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	39.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	8.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	10.5
Counselors, Social Workers and School Psychologists	15.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	97.8

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 (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	2	1.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	191	97.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	10	*	12	*
White	91	74.0	120	88.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	67.7	42	80.8
Students with Disabilities	9	*	15	71.4
District	106	69.7	144	86.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	17	51.5
Emotional Disturbance	10	50.0
Intellectual Disability	*	*
Learning Disability	124	89.2
Other Health Impairment	30	85.7
Other Disabilities	*	*
Speech/Language Impairment	23	95.8
District	211	78.1
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.6	1.7
Emotional Disturbance	20	0.9	1.0
Intellectual Disability	6	0.3	0.5
Learning Disability	139	6.3	4.9
Other Health Impairment	35	1.6	2.9
Other Disabilities	19	0.9	1.1
Speech/Language Impairment	36	1.6	1.8
All Disabilities	291	13.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,977,953	8,157	9,663
Instructional Supplies and Equipment	560,527	254	321
Improvement of Instruction and Educational Media Services	966,813	439	578
Student Support Services	2,404,706	1,091	1,103
Administration and Support Services	4,397,751	1,995	1,861
Plant Operation and Maintenance	3,735,814	1,695	1,637
Transportation	1,951,268	821	877
Costs of Students Tuitioned Out	2,041,503	N/A	N/A
Other	530,118	241	201
Total	34,566,453	15,055	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,482,057	1,580	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,783,393	36.9	34.6
Noncertified Personnel	926,335	12.3	14.6
Purchased Services	352,067	4.7	5.8
Tuition to Other Schools	1,708,057	22.7	21.8
Special Ed. Transportation	802,196	10.6	8.5
Other Expenditures	968,007	12.8	14.7
Total Expenditures	7,540,055	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.7	64.5
State	29.5	32.5
Federal	2.7	3.0
Tuition & Other	0.0	0.0

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 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	*	*	*	*	*	*
Asian	36	77.6	36	77.5	18	*
Black or African American	46	57.9	46	51.3	21	42.0
Hispanic or Latino	164	63.4	164	58.5	73	50.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	19	*	18	*	*	*
White	916	68.5	914	64.4	405	55.2
English Learners	72	62.4	72	59.2	23	44.4
Non-English Learners	1113	67.9	1110	63.6	499	54.7
Eligible for Free or Reduced-Price Meals	318	61.3	317	56.9	147	48.9
Not Eligible for Free or Reduced-Price Meals	867	69.8	865	65.7	375	56.4
Students with Disabilities	147	44.7	147	38.5	62	37.3
Students without Disabilities	1038	70.8	1035	66.9	460	56.5
High Needs	440	59.1	439	54.7	190	47.1
Non-High Needs	745	72.5	743	68.5	332	58.3
District	1185	67.5	1182	63.4	522	54.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.7	63.3	73.5	98.7	684	81.7
Curl Up	92.9	79.3	85.2	89.3	684	86.5
Push Up	85.2	75.7	80.1	79.3	684	80.1
Mile Run/PACER	87.0	75.1	70.9	80.7	684	78.1
All Tests - District	78.7	53.3	60.2	68.0	684	64.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49	98.0
Students with Disabilities	*	*
District	166	95.2
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	75	52.1
Male	98.3	75	42.9
Black or African American	*	*	*
Hispanic or Latino	97.1	15	42.9
White	98.1	125	48.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.8	26	31.3
Students with Disabilities	86.5	*	*
District	98.1	150	47.0
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.8	95.7
Male	71.6	88.5
Black or African American	*	*
Hispanic or Latino	*	*
White	74.8	92.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.7	88.0
Students with Disabilities	*	*
District	76.1	91.8
State	72.0	88.5

⁵College 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.

⁶College 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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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	67.5	75	45.0	50	90.1	67.1
	High Needs Students	59.1	75	39.4	50	78.8	55.9
Math Performance Index	All Students	63.4	75	42.2	50	84.5	62.2
	High Needs Students	54.7	75	36.5	50	72.9	50.5
Science Performance	All Students	54.3	75	36.2	50	72.4	55.3
	High Needs Students	47.1	75	31.4	50	62.9	45.2
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	55.4%
	High Needs Students	53.1%	100%	53.1	100	53.1	49.8%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	61.7%
	High Needs Students	51.2%	100%	51.2	100	51.2	53.7%
Chronic Absenteeism	All Students	7.5%	<=5%	44.9	50	89.9	9.9%
	High Needs Students	12.9%	<=5%	34.3	50	68.5	15.8%
Preparation for CCR	% Taking Courses	78.4%	75%	50.0	50	100.0	70.7%
	% Passing Exams	47.0%	75%	31.3	50	62.7	43.5%
On-track to High School Graduation		92.3%	94%	49.1	50	98.2	87.8%
4-year Graduation All Students (2016 Cohort)		95.2%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		84.0%	94%	89.4	100	89.4	82.0%
Postsecondary Entrance (Class of 2016)		76.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.3% 64.8%	75%	43.2	50	86.4	92.0% 51.6%
Arts Access		60.6%	60%	50.0	50	100.0	50.5%
Accountability Index				1040.0	1350	77.0	

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	72.5	59.1	13.4	16.7	
Math Performance Index Gap	68.5	54.7	13.8	18.7	
Science Performance Index Gap	58.3	47.1	11.2	16.6	
Graduation Rate Gap	94.0%	84.0%	10.0%	12.0%	N

¹If 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.

²If 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	99.1
	High Needs Students	98.7
Math	All Students	98.9
	High Needs Students	98.5
Science	All Students	99.6
	High Needs Students	99.0

³Minimum 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: 47.5

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Seymour School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools