

STRATEGIC SCHOOL PROFILE 2012-13**Seymour School District**

Christine M. Syriac, Superintendent

Location: 98 Bank Street

Telephone:

Seymour,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 15,454

1990-2000 Population Growth: 8.2%

Number of Public Schools: 4

Per Capita Income in 2000: \$24,056

Percent of Adults without a High School Diploma in 2000*: 15.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated. Student Population: 93.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,286
5-Year Enrollment Change -12.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	597	26.1	30.5	36.7
K-12 Students Who Are Not Fluent in English	62	2.7	2.0	5.8
Students Identified as Gifted and/or Talented*	36	1.6	2.2	3.8
PK-12 Students Receiving Special Education Services in District	241	10.5	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	146	83.9	72.5	79.3
Homeless	4	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	21	7.2	15.1	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	87	3.8
Black	93	4.1
Hispanic	232	10.1
Pacific Islander	0	0.0
White	1,859	81.3
Two or more races	11	0.5
Total Minority	427	18.7

Percent of Minority Professional Staff: 1.5%

Non-English Home Language:

8.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 29.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Seymour Public Schools is not as diverse as some surrounding districts, 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	45.6	56.9	16.3
Writing	55.4	60.0	28.6
Mathematics	59.0	61.4	31.1
Grade 4 Reading	61.5	62.6	31.0
Writing	71.8	63.0	57.0
Mathematics	65.2	65.1	36.1
Grade 5 Reading	67.8	66.9	36.0
Writing	66.1	65.6	34.8
Mathematics	72.7	69.2	40.4
Science	61.2	62.3	30.4
Grade 6 Reading	67.0	73.3	19.8
Writing	51.4	65.1	13.5
Mathematics	69.0	67	36.9
Grade 7 Reading	80.8	78.9	35.4
Writing	72.0	64.9	50.0
Mathematics	72.5	65.4	48.1
Grade 8 Reading	73.6	76.2	24.1
Writing	58.6	67.2	16.4
Mathematics	74.4	65.0	49.7
Science	57.3	60.4	27.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	39.0	48.5	25.8
Writing Across the Disciplines	63.5	62.1	33.3
Mathematics	52.6	52.4	34.8
Science	42.0	48.8	30.8

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.6	51.1	59.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.1	78.5	
Average Score	Mathematics	479	503	24.8
	Critical Reading	483	499	30.8
	Writing	479	504	21.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	87.0	84.8	37.5
2011-12 Annual Dropout Rate for Grade 9 through 12	1.3	2.1	25.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.7	82.6
% Employed (Civilian Employment and in Armed Services)	9.1	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	140.50
Paraprofessional Instructional Assistants	16.80
Special Education	
Teachers and Instructors	18.00
Paraprofessional Instructional Assistants	27.00
Library/Media Specialists and/or Assistants	2.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	105.97

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.4	13.9
% with Master's Degree or Above	72.3	81.1	79.8

Average Class Size	District	DRG	State
Grade K	19.1	16.7	18.9
Grade 2	20.2	18.3	19.8
Grade 5	22.8	20.8	21.3
Grade 7	21.9	18.3	20.2
High School	18.3	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	988	999
Middle School	1,048	1,037	1,029
High School	1,032	1,035	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.3	2.4	2.7
Middle School	2.4	2.5	2.1
High School	1.6	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$16,585	\$7,214	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$702	\$305	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$892	\$388	\$475	\$275	\$471
Student Support Services	\$2,076	\$903	\$949	\$775	\$950
Administration and Support Services	\$4,432	\$1,928	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$3,906	\$1,699	\$1,466	\$1,488	\$1,459
Transportation	\$1,504	\$605	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$1,194	N/A	N/A	N/A	N/A
Other	\$427	\$186	\$170	\$175	\$170
Total	\$31,718	\$13,216	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$17,569	\$7,642	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,662,972	17.9	20.6	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	45.4	51.8	2.8	0.0
Excluding School Construction	62.2	33.4	4.4	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Seymour Public School budgeting process begins in November of each school year. The Central Office administration begins by collaborating with each individual building principal to assess their needs as related to their school improvement plans as well as the District Strategic Plan. During December, the Central Office administration and various members of the Board of Education meet with all staff to listen to their ideas, concerns and needs that will have an impact on budgeting. Throughout December and January, Central Office develops a Superintendent's recommended budget that is then presented to the Finance sub-committee of the Board of Education. In addition, input from the parent community is obtained whereby budget direction and various initiatives are discussed prior to formal budget preparation. 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. Upon completion of the needs identified, information is presented to various stakeholders at formal meetings during the annual 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	243
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	40	1.7	1.3	1.3
Learning Disability	105	4.4	3.8	4.0
Intellectual Disability	9	0.4	0.5	0.4
Emotional Disturbance	13	0.5	1.3	1.0
Speech Impairment	33	1.4	2.1	2.0
Other Health Impairment*	32	1.4	2.3	2.4
Other Disabilities**	11	0.5	0.9	1.0
Total	243	10.3	12.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	37.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	17.2	34.5	66.3	69.2
	Writing	10.9	19.9	62.4	64.4
	Mathematics	17.5	29.0	68.9	65.5
	Science	23.3	21.3	59.2	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	39.0	48.5
	Writing Across the Disciplines	N/A	N/A	63.5	62.1
	Mathematics	N/A	N/A	52.6	52.4
	Science	7.7	14.6	42.0	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	12.4
	% With Accommodations	87.6
CAPT	% Without Accommodations	41.2
	% With Accommodations	58.8
% Assessed Using Skills Checklist		6.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	11	4.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	221	90.9	73.7	72.0
40.1 to 79.0 Percent of Time	10	4.1	15.9	16.4
0.0 to 40.0 Percent of Time	12	4.9	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Seymour School District has aligned its English Language Arts curriculum grades K-12 with the Common Core State Standards and our math curriculum is in the process of being aligned with the Common Core State Standards. It is committed to Reader's Workshop as the model of instructional delivery for Language Arts in grades K-5. 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 continues to add to its list of AP courses with the approval of AP Environmental Science, AP Comparative Government and AP Chemistry. The district utilizes a District Data Team to address its goal of continuous improvement and student achievement. Building Data Teams function in each school building. This model will provide the district with a laser like focus on teaching and learning for school improvement district wide. The Seymour School District is a completely wireless district which allows teachers and student 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 is required to have their 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. Instructional Rounds have been ongoing which encourages sustained interaction between teachers and administrators regarding the details of instructional practice to enhance student achievement.
