

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



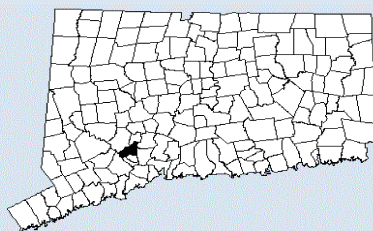
Seymour School District

Mr. Michael Wilson, Superintendent • 203-888-4564 • www.seymourschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,176
Per Pupil Expenditures ¹	\$15,448
Total Expenditures ¹	\$34,541,155

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,078	49.5	48.4
Male	1,098	50.5	51.6
American Indian or Alaska Native	6	0.3	0.3
Asian	75	3.4	5.1
Black or African American	90	4.1	12.8
Hispanic or Latino	309	14.2	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	32	1.5	3.3
White	1,664	76.5	53.6
English Learners	63	2.9	7.2
Eligible for Free or Reduced-Price Meals	649	29.8	36.7
Students with Disabilities ¹	306	14.1	14.8

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	103	9.6	52	4.8
Male	103	9.5	113	10.2
Black or African American	10	10.9	11	11.7
Hispanic or Latino	42	13.3	32	9.9
White	144	8.9	118	7.1
English Learners	7	11.1	*	*
Eligible for Free or Reduced-Price Meals	130	17.2	90	11.4
Students with Disabilities	63	20.7	47	13.2
District	206	9.6	165	7.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 15

Number of school-based arrests: 11

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	132.5
Paraprofessional Instructional Assistants	19.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	42.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	15.1
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	98.8

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	194	98.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	7	*	15	*
White	91	64.1	120	90.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	55.4	38	88.4
Students with Disabilities	8	32.0	19	82.6
District	105	61.4	145	89.5
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	12	33.3
Emotional Disturbance	10	41.7
Intellectual Disability	*	*
Learning Disability	114	86.4
Other Health Impairment	37	84.1
Other Disabilities	*	*
Speech/Language Impairment	33	94.3
District	214	73.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	1.8	1.8
Emotional Disturbance	24	1.1	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	134	6.0	5.2
Other Health Impairment	45	2.0	3.1
Other Disabilities	16	0.7	1.1
Speech/Language Impairment	39	1.7	1.8
All Disabilities	306	13.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	4.9	8.3
Private Schools or Other Settings	10	3.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,153,325	8,447	9,847
Instructional Supplies and Equipment	695,681	324	287
Improvement of Instruction and Educational Media Services	916,901	427	589
Student Support Services	2,362,511	1,099	1,120
Administration and Support Services	4,447,243	2,069	1,905
Plant Operation and Maintenance	3,604,137	1,677	1,648
Transportation	1,914,555	825	904
Costs of Students Tuitioned Out	1,909,333	N/A	N/A
Other	537,469	250	208
Total	34,541,155	15,448	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,405,874	1,585	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,966,842	38.2	33.8
Noncertified Personnel	962,493	12.4	14.5
Purchased Services	416,437	5.4	5.5
Tuition to Other Schools	1,675,848	21.6	23.4
Special Ed. Transportation	767,737	9.9	8.7
Other Expenditures	970,754	12.5	14.1
Total Expenditures	7,760,111	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.2	65.0
State	28.9	31.8
Federal	2.9	3.2
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	41	78.1	41	78.4
Black or African American	48	60.2	48	53.6
Hispanic or Latino	169	63.1	169	58.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	16	*	16	*
White	903	67.9	902	64.8
English Learners	78	62.3	78	59.9
Non-English Learners	1102	67.6	1101	64.0
Eligible for Free or Reduced-Price Meals	411	61.4	410	57.5
Not Eligible for Free or Reduced-Price Meals	769	70.4	769	67.1
Students with Disabilities	165	44.7	164	38.6
Students without Disabilities	1015	70.9	1015	67.8
High Needs	514	59.2	513	55.3
Non-High Needs	666	73.5	666	70.3
District	1180	67.3	1179	63.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	89.7	72.4	79.9	87.2	675	82.4
Curl Up	90.8	87.7	86.6	94.6	675	89.8
Push Up	79.5	73.6	74.3	89.9	675	79.0
Mile Run/PACER	89.7	79.8	74.9	75.0	675	80.1
All Tests - District	74.6	58.9	63.7	58.8	675	64.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino	17	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65	90.8
Students with Disabilities	18	*
District	163	95.1
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	82	55.4
Male	96.2	94	50.8
Black or African American	*	*	*
Hispanic or Latino	100.0	16	47.1
White	97.4	149	54.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	99.0	45	45.5
Students with Disabilities	85.4	*	*
District	97.6	176	52.9
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.0	93.0
Male	67.5	90.6
Black or African American	*	*
Hispanic or Latino	*	*
White	73.2	92.0
English Learners	73.2	*
Eligible for Free or Reduced-Price Meals	62.3	93.9
Students with Disabilities	*	*
District	73.4	91.9
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.3	75	44.8	50	89.7	67.6
	High Needs Students	59.2	75	39.5	50	78.9	57.5
Math Performance Index	All Students	63.8	75	42.5	50	85.0	62.7
	High Needs Students	55.3	75	36.9	50	73.7	52.0
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	60.7%
	High Needs Students	50.2%	100%	50.2	100	50.2	55.6%
Math Academic Growth	All Students	65.7%	100%	65.7	100	65.7	61.9%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.4%
Chronic Absenteeism	All Students	9.6%	<=5%	40.8	50	81.7	10.7%
	High Needs Students	16.3%	<=5%	27.4	50	54.9	16.6%
Preparation for CCR	% Taking Courses	75.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	52.9%	75%	35.2	50	70.5	44.8%
On-track to High School Graduation		93.2%	94%	49.5	50	99.1	87.5%
4-year Graduation All Students (2017 Cohort)		95.1%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		80.0%	94%	85.1	100	85.1	81.8%
Postsecondary Entrance (Class of 2017)		73.4%	75%	97.9	100	97.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.3% 64.4%	75%	43.0	50	85.9	96.6% 50.1%
Arts Access		61.2%	60%	50.0	50	100.0	51.2%
Accountability Index				971.4	1250	77.7	

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	73.5	59.2	14.3	15.9	
Math Performance Index Gap	70.3	55.3	15.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	80.0%	14.0%	12.7%	Y

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	98.4
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.6
Science	All Students	98.1
	High Needs Students	97.5

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: 45.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Seymour School District works diligently in order to improve its English Language Arts and Mathematics curriculum grades K-12 in order to keep them aligned with both NGSS and the Core State Standards. Seymour is committed to Reader's and Writer's Workshop as the model of instructional delivery for Language Arts in grades K-8. Through the guidance of the district Data Team the staff and students across our district address weaknesses in the area of Reading through our School Improvement Plans designed specifically for each building by the Building Data Teams. The Data Teams examine data and set school improvement goals. Teachers use data to drive instruction and improve student achievement. Teachers meet bi-monthly in grades K-5 as grade level teams, and 2 times per week in grades 6-12 by content area to collaboratively discuss, plan, and analyze student work. Teachers use Scientifically Researched Based Interventions to provide support to students identified through the use of universal screenings and by the Progress Monitoring Team (PMT). Seymour Middle School's schedule is designed to include a Language Arts block as well as the opportunity to take French and Spanish. Seymour High School currently offers a variety of courses, including 13 AP courses. 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. Seymour has a District webpage as well as a Facebook page. 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 via PowerSchool. School-wide positive behavior support has been 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. We believe family involvement is a critical factor in the academic and personal growth of children. Our efforts to promote a home to school partnership include parent conferences, a commitment to increasing the number of parent volunteers, and we are proud to have both senior citizens and military veterans as reading mentors who visit our schools weekly to work with our primary grade students. Administration sends weekly updates home to all parents via eblasts. Our teachers and administration invite parents to evening sessions to share strategies for assisting their children with reading, math, and other topics. Many of the evenings are interactive including both parents and students engaging in activities and learning facilitated by teachers and paraprofessionals. Poetry nights, math nights, literacy nights are a few examples of planned events.

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.

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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.