Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

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	2,178
Per Pupil Expenditures[1]	$15,409
Total Expenditures[1]	$34,702,159

[1]*Expenditure data reflect the 2017-18 school year.*
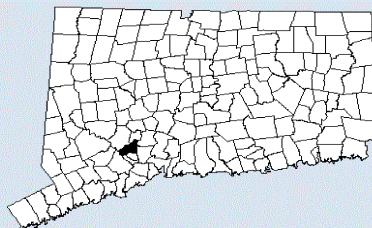
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,075	49.4	48.4
Male	1,103	50.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	77	3.5	5.2
Black or African American	101	4.6	12.8
Hispanic or Latino of any race	337	15.5	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	1,614	74.1	52.4
English Learners	67	3.1	7.6
Eligible for Free or Reduced-Price Meals	809	37.1	42.1
Students with Disabilities[3]	326	15.0	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	115	10.7	71	6.4
Male	126	11.5	146	12.8
Black or African American	11	10.7	18	16.4
Hispanic or Latino of any race	57	16.8	61	16.9
White	162	10.1	124	7.5
English Learners	6	8.7	*	*
Eligible for Free or Reduced-Price Meals	150	17.8	129	14.4
Students with Disabilities	71	21.1	62	16.1
District	241	11.1	217	9.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 33

Number of school-based arrests: 8

[4]A student is chronically absent if they miss 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.

[5]This column displays 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	129.5
Paraprofessional Instructional Assistants	19.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	43.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	13.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	89.0

[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 (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	2	1.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	0.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	190	97.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	20	76.9	11	*
White	98	83.1	118	80.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	75.0	44	71.0
Students with Disabilities	13	56.5	22	66.7
District	131	80.9	140	79.1
State		74.5		85.2

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	17	39.5
Emotional Disturbance	10	43.5
Intellectual Disability	*	*
Learning Disability	124	86.1
Other Health Impairment	32	69.6
Other Disabilities	*	*
Speech/Language Impairment	29	93.5
District	220	72.4
State		67.6

[3]This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	45	2.0	1.9
Emotional Disturbance	23	1.0	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	144	6.5	5.5
Other Health Impairment	46	2.1	3.2
Other Disabilities	14	0.6	1.1
Speech/Language Impairment	38	1.7	1.8
All Disabilities	317	14.2	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	12	3.8	8.2
Private Schools or Other Settings	14	4.4	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$21,322,116	$9,468	$10,545
Support services - students	$2,410,229	$1,112	$1,373
Support services - instruction	$892,702	$412	$644
Support services - general administration	$450,863	$208	$462
Support services - school based administration	$2,904,308	$1,340	$1,007
Central and other support services	$687,373	$317	$671
Operation and maintenance of plant	$3,398,582	$1,568	$1,629
Student transportation services	$2,132,960	$951	$1,231
Food services	.	.	$13
Enterprise operations	$503,026	$232	$157
Minor school construction	.	.	$65
Total	$34,702,159	$15,409	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,846,475	33.6	29.7
Instructional Aide Salaries	$953,424	11.2	9.6
Other Salaries	$241,497	2.8	10.4
Employee Benefits	$904,373	10.7	13.0
Purchased Services Other Than Transportation	$387,074	4.6	5.5
Special Education Tuition	$2,129,997	25.1	22.6
Supplies	$42,230	0.5	0.6
Property Services	$4,050	0.0	0.4
Purchased Services For Transportation	$966,874	11.4	8.0
Equipment	$1,575	0.0	0.2
All Other Expenditures	$360	0.0	0.1
Total	$8,477,929	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	69.1
State	27.3
Federal	3.6
Tuition & Other	.

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 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	40	75.1	40	77.8	20	69.4
Black or African American	45	57.7	45	51.6	16	*
Hispanic or Latino of any race	197	62.8	197	58.1	79	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	834	68.3	834	65.7	382	65.1
English Learners	72	61.6	72	62.7	32	60.0
Non-English Learners	1,072	67.3	1,072	64.0	475	63.6
Eligible for Free or Reduced-Price Meals	420	61.3	420	57.9	174	57.8
Not Eligible for Free or Reduced-Price Meals	724	70.2	724	67.5	333	66.3
Students with Disabilities	180	44.5	180	39.6	72	46.6
Students without Disabilities	964	71.1	964	68.5	435	66.1
High Needs	524	58.9	524	55.5	221	56.6
Non-High Needs	620	73.7	620	71.1	286	68.6
District	1,144	66.9	1,144	63.9	507	63.4

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.6	75.1	81.3	88.9	672	83.2
Curl Up	90.3	90.1	83.6	91.7	672	88.8
Push Up	84.7	76.8	74.9	81.3	672	79.3
Mile Run/PACER	86.4	79.6	59.1	70.1	672	74.1
All Tests - District	78.4	58.6	48.0	61.8	672	61.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	20	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	41	85.4
Students with Disabilities	18	*
District	158	93.7
State		88.3

[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.

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	67	41.1
Male	94.9	68	38.6
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	12	29.3
White	96.6	110	41.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.8	35	29.7
Students with Disabilities	83.9	*	*
District	96.8	135	39.8
State	95.9		42.6

[3]College 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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	77.6	96.7
Male	72.6	77.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.6	89.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.2	71.8
Students with Disabilities	40.0	*
District	74.8	87.3
State	71.0	87.8

[5]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.

[6]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

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	66.9	75	44.6	50	89.3	67.7
	High Needs Students	58.9	75	39.3	50	78.5	58.1
Math Performance Index	All Students	63.9	75	42.6	50	85.3	63.1
	High Needs Students	55.5	75	37.0	50	74.0	52.7
Science Performance Index	All Students	63.4	75	42.2	50	84.5	63.8
	High Needs Students	56.6	75	37.7	50	75.4	54.2
ELA Academic Growth	All Students	55.1%	100%	55.1	100	55.1	59.9%
	High Needs Students	49.5%	100%	49.5	100	49.5	55.1%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	62.5%
	High Needs Students	57.2%	100%	57.2	100	57.2	55.2%
Progress Toward English Proficiency	Literacy	62.1%	100%	31.0	50	62.1	60.0%
	Oral	47.5%	100%	23.8	50	47.5	52.1%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	10.4%
	High Needs Students	16.9%	<=5%	26.2	50	52.4	16.1%
Preparation for CCR	% Taking Courses	79.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	39.8%	75%	26.5	50	53.1	42.6%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.7%	94%	99.6	100	99.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		74.8%	75%	99.8	100	99.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% | 61.8%	75%	41.2	50	82.3	96.4% | 52.9%
Arts Access		59.0%	60%	49.2	50	98.3	51.9%
Accountability Index				**1103.3**	**1450**	**76.1**	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	73.7	58.9	14.8	15.4	
Math Performance Index Gap	71.1	55.5	15.6	17.6	
Science Performance Index Gap	68.6	56.6	12.1	16.1	
Graduation Rate Gap	94.0%	95.1%	-1.1%	11.1%	N

[1]If 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.
[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.4
	High Needs Students	99.3
Math	All Students	99.4
	High Needs Students	99.3
Science	All Students	99.1
	High Needs Students	97.9

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: *   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The Seymour School District works diligently to improve its curriculum (Mathematics, Science, Social Studies, and English Language Arts) across grades K-12 in order to keep them aligned with both the Core State Standards as well as NGSS. Seymour has been and will remain committed to Reader's and Writer's Workshop as the model of instructional delivery for Language Arts in grades K-8. We have also changed our Math curriculum in grades 6 - 8 to address the need for improvement across those three grade levels. 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. These Data Teams examine data and set school improvement goals. Our teachers use data to drive instruction and to improve student achievement. Teachers meet bi-monthly in grades K-5 as grade level teams, and two 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 now aligned to the schedule at our high school and is designed to allow the opportunity for our students to take either French or 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 easy and quick access to 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 a variety of educational applications (Google Classroom, Remind) as well as through our 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 and crucial factor in the academic and personal growth of our 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 e-blasts. Our teachers and administration invite parents to attend evening sessions to share strategies for assisting their children with reading, math, and other topics. These evenings are interactive including both parents and students engaging in activities and learning facilitated by teachers.

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 sets high expectations for all students. Our mission is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and prepare them to meet the challenges of an ever changing world. The district promotes the importance of individuality and originality in the learning process in a safe school climate. Seymour Public Schools continue to educate our students in ethnic, cultural, 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. Our four schools in the district also have school based activities, clubs and events to benefit people in need.

Equitable Allocation of Resources among District Schools

The Seymour Public Schools 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's Strategic Plan. Input from the parent community is obtained whereby budget direction and various initiatives are discussed prior to a 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.