

STRATEGIC SCHOOL PROFILE 2008-09**Seymour School District**

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Seymour,
Connecticut

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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	Per Capita Income in 2000: \$24,056
Town Population in 2000: 15,454	Percent of Adults without a High School Diploma in 2000*: 15.3%
1990-2000 Population Growth: 8.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 93.7%

*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, 2008 2,568
5-Year Enrollment Change -7.0%

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	441	17.2	22.6	30.3
K-12 Students Who Are Not Fluent in English	49	1.9	2.0	5.2
Students Identified as Gifted and/or Talented*	77	3.0	2.7	4.0
PK-12 Students Receiving Special Education Services in District	199	7.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	136	80.5	79.7	79.7
Homeless	5	0.2	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	70	16.2	20.0	19.0

*94.8% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.4
Asian American	80	3.1
Black	91	3.5
Hispanic	187	7.3
White	2,201	85.7
Total Minority	367	14.3

Percent of Minority Professional Staff: 0.9%

Non-English Home Language: 8.0% 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.

Although the Seymour Public Schools is not diverse, this learning community works diligently in their efforts to reduce racial, ethnic and economic isolation. Our mission is to educate and inspire all students, to enrich their experiences, and to prepare them to meet the challenges of an ever changing world. In pursuit of our mission, we believe that all students can learn and that they have individual interests and talents that need to be nurtured in a physically and emotionally safe environment. We also value creativity, inquiry and self-direction in the learning process. Through curriculum, enrichment activities, school-based clubs and inter-district sister school grants, the Seymour Public Schools continue to educate our students in cultural, ethnic, and religious diversity. Each school in the district has school based clubs and activities that benefit the less fortunate throughout the year. School organizations range from the well organized high school HOPE (Helping Other People and the Environment) Club to individual class projects that benefit the less fortunate. These clubs and individuals contribute food, clothing, holiday presents and financial assistance for various individuals and causes throughout the school year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	58.8	54.6	42.8
Writing	66.2	62.5	47.2
Mathematics	69.4	62.8	47.8
Grade 4 Reading	60.3	60.7	31.9
Writing	75.8	64.2	61.2
Mathematics	75.7	63.6	65.2
Grade 5 Reading	63.6	66.0	28.6
Writing	70.3	66.5	44.4
Mathematics	78.4	68.8	59.9
Science	60.3	58.1	35.2
Grade 6 Reading	71.6	68.9	34.4
Writing	76.4	62.2	67.5
Mathematics	73.2	68.8	41.1
Grade 7 Reading	74.3	74.9	33.8
Writing	65.7	62.9	41.4
Mathematics	71.3	66.0	49.7
Grade 8 Reading	70.0	68.4	36.1
Writing	70.1	66.5	38.7
Mathematics	64.0	64.5	34.2
Science	63.6	60.6	34.8

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 scoreable 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	36.8	47.4	23.5
Writing Across the Disciplines	38.4	55.0	15.3
Mathematics	39.2	47.8	29.0
Science	38.4	42.8	34.4

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
	39.9	36.2	56.8

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.8	74.5	
Average Score	Mathematics	473	507	20.2
	Critical Reading	481	503	24.8
	Writing	477	506	20.2

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, Class of 2008	89.6	92.1	20.6
Cumulative Four-Year Dropout Rate for Class of 2008	10.5	6.6	13.1
2007-08 Annual Dropout Rate for Grade 9 through 12	2.3	2.5	22.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.5	84.1
% Employed (Civilian Employment and in Armed Services)	7.9	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	155.70
Paraprofessional Instructional Assistants	5.08
Special Education	
Teachers and Instructors	21.00
Paraprofessional Instructional Assistants	28.00
Library/Media Specialists and/or Assistants	6.33
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	114.28

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	11.8	13.7	13.6
% with Master's Degree or Above	68.0	74.0	76.1

Average Class Size	District	DRG	State
Grade K	17.2	16.3	18.3
Grade 2	20.2	18.4	19.3
Grade 5	23.2	20.6	21.0
Grade 7	17.5	19.6	20.5
High School	19.7	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,015	999	988
Middle School	1,060	1,032	1,016
High School	985	999	1,007

*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*	5.1	3.5	3.3
Middle School	1.4	2.5	2.6
High School	2.7	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$15,856	\$6,087	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$764	\$293	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$716	\$275	\$461	\$273	\$446
Student Support Services	\$1,776	\$682	\$808	\$695	\$806
Administration and Support Services	\$3,890	\$1,493	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$3,449	\$1,324	\$1,382	\$1,310	\$1,377
Transportation	\$1,270	\$475	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$791	N/A	N/A	N/A	N/A
Other	\$456	\$175	\$152	\$184	\$151
Total	\$28,969	\$10,911	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,607	\$1,001	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,334,509	15.0	19.8	20.5

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	60.8	32.4	2.0	4.9
Excluding School Construction	57.2	35.3	2.1	5.3

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 has become completely transparent to all community stakeholders. The annual budgeting process begins in November of each school year. The Central Office staff begins by working with each individual building principal to assess their needs as related to their school improvement plans as well as the District Strategic Plan. Throughout December and January, Central Office develops a Superintendent's recommended budget that is then brought to the Finance sub-committee of the Board of Education. This budgeting process has been expanded to include participation by a representative of the Board of Finance in the development of the Board of Education plans for programs, equipment, technology and facilities. In addition, solicitation of input from the parent community is obtained through a series of scheduled "community conversations", 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 strategic 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	181
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.2%

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	21	0.8	0.8	0.8
Learning Disability	60	2.4	3.7	3.9
Intellectual Disability	9	0.4	0.5	0.5
Emotional Disturbance	10	0.4	1.1	1.0
Speech Impairment	36	1.4	2.3	2.3
Other Health Impairment*	28	1.1	1.9	2.1
Other Disabilities**	17	0.7	0.9	0.9
Total	181	7.2	11.1	11.6

*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 2007-08 with a Standard Diploma	100.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	18.1	30.2	66.3	65.7
	Writing	17.6	19.5	70.8	64.1
	Mathematics	30.3	30.7	71.9	65.7
	Science	30.6	23.8	61.9	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	36.8	47.4
	Writing Across the Disciplines	N/A	N/A	38.4	55.0
	Mathematics	N/A	N/A	39.2	47.8
	Science	N/A	N/A	38.4	42.8

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	2.4
	% With Accommodations	97.6
CAPT	% Without Accommodations	53.8
	% With Accommodations	46.2
% Assessed Using Skills Checklist		10.4

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	14	7.7

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	159	87.8	74.5	72.7
40.1 to 79.0 Percent of Time	8	4.4	15.3	16.1
0.0 to 40.0 Percent of Time	14	7.7	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Seymour School District continues to operate under the guidance of its Strategic Plan which consists of three goals. Goal One is the development and implementation of a well articulated Pre-K through grade twelve curriculum that identifies knowledge and skills along with appropriate instruction and assessment strategies. To this end the District has created and funded the position of Director of Instruction K-8 as well as the addition of content area department chairs/coordinators at the secondary level. Presently, curriculum is accessible to district staff through an electronic format. Story Town, an anthology series, is in the second year of implementation in grades K through 5 and the faculty continues to receive professional development in the use of this series. Parents and students have access to Storytown's ThinkCentral.com, a website with resource material that may be accessed at home. Voyages, a math program, which is based on the State of Connecticut Mathematics Frameworks continues to be used in the three elementary schools in grades K-5. Foss Science kits are used in grades K through 8. Seymour Middle School redesigned their schedule to include a Language Arts block as well as a Spanish I course that will be taken during 7th and 8th grade thus giving students the ability to take Spanish II upon entering 9th grade.

Seymour High School continues to add to their list of AP courses with the approval of AP Environmental Science, AP Comparative Government and AP Chemistry.

The district is entering year two of an extensive job-embedded profession learning initiative that focuses on student learning through the development of common formative assessments and data analysis. Common formative assessments are periodic assessments that inform teachers' instruction. A District Data Team was created and trained to address our goal of continuous improvement and student achievement. This school year Building Data Teams will be developed. This model will provide the district with a laser like focus on teaching and learning for school improvement district wide.

Goal Two of the Strategic Plan is the redefining and recreating of the learning environment (instructional approaches, technologies, and resources) in ways that incorporate emerging understanding of how students learn and how technology is changing the way our students engage with the world. The district has in place a fiber network and a replacement plan for hardware and software. The professional development needed to fully make this shift is on going.

Goal Three of the Strategic Plan is 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 the 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 in has access to a phone in the classroom to communicate more readily with parents. The Central Office has publishes a district newsletter for parents and the community. The Superintendent holds regular community conversations for parents and the community and will continue to do so in the future.
