

STRATEGIC SCHOOL PROFILE 2011-12**Seymour School District**

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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: 5

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: 93.9%

*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, 2011 2,293
5-Year Enrollment Change -16.2%

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	557	24.3	29.9	35.2
K-12 Students Who Are Not Fluent in English	74	3.3	2.1	5.6
Students Identified as Gifted and/or Talented*	39	1.7	2.4	4.0
PK-12 Students Receiving Special Education Services in District	238	10.4	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	108	75.0	76.5	79.8
Homeless	2	0.1	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	23	7.7	15.2	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.3
Asian American	78	3.4
Black	91	4.0
Hispanic	200	8.7
Pacific Islander	0	0.0
White	1,914	83.5
Two or more races	4	0.2
Total Minority	379	16.5

Percent of Minority Professional Staff: 1.4%

Non-English Home Language:

8.9% 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 28.

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 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 their efforts to reduce racial, ethnic and economic isolation. Seymour School District has an exceptional sense of priorities and high expectations for all students. Our mission is to educate and to encourage all students, to enhance their experiences and to prepare them to meet the challenges of a global society. All students have various strengths and interests that are nurtured in a safe school climate. We value individuality and originality in the learning process. Seymour Public Schools continues to educate our students in cultural, ethnic and religious diversity through our curriculum, school-based clubs, inter-district sister school grants as well as various enrichment activities throughout the school year. The four schools in the district have school based activities, clubs and events to benefit people in need. Some of the school organizations range from Seymour High School's HOPE (Helping Other People and the Environment) Club to individual class projects to assist others. During the school year different clubs and individual classes provide food, clothing, gifts and financial assistance for various individuals and causes.

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	55.1	59.2	25.6
Writing	66.3	62.7	44.4
Mathematics	67.9	66.5	35.6
Grade 4 Reading	59.5	64.1	21.9
Writing	64.4	65.3	30.6
Mathematics	68.8	68.0	32.5
Grade 5 Reading	65.3	67.6	27.1
Writing	69.7	68.1	39.3
Mathematics	75.5	71.6	36.9
Science	61.8	63.9	24.4
Grade 6 Reading	74.0	74.1	32.5
Writing	63.2	67.4	30.1
Mathematics	75.3	69.3	46.4
Grade 7 Reading	72.3	79.8	17.6
Writing	63.5	65.6	31.1
Mathematics	67.5	68.1	34.4
Grade 8 Reading	73.4	76.8	24.5
Writing	67.6	68.3	33.1
Mathematics	70.0	67.2	37.7
Science	58.9	61.9	26.9

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	32.4	47.5	21.1
Writing Across the Disciplines	58.5	63.0	30.6
Mathematics	45.6	49.2	36.1
Science	39.7	47.1	32.1

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
	52.9	50.6	55.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.5	77.3	
Average Score	Mathematics	480	505	26.0
	Critical Reading	484	502	28.2
	Writing	491	506	29.8

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 2011	83.1	82.7	29.3
2010-11 Annual Dropout Rate for Grade 9 through 12	1.6	2.6	33.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.8	84.5
% Employed (Civilian Employment and in Armed Services)	6.2	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	142.25
Paraprofessional Instructional Assistants	16.20
Special Education	
Teachers and Instructors	19.99
Paraprofessional Instructional Assistants	29.00
Library/Media Specialists and/or Assistants	5.43
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)	4.00
Counselors, Social Workers, and School Psychologists	14.60
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	104.78

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	11.0	14.4	13.9
% with Master's Degree or Above	69.5	79.1	79.6

Average Class Size	District	DRG	State
Grade K	15.8	16.0	18.5
Grade 2	22.5	17.9	19.7
Grade 5	21.5	21.0	21.6
Grade 7	22.6	19.1	20.3
High School	17.3	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	989	993
Middle School	1,048	1,028	1,024
High School	1,032	1,012	1,024

*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*	3.0	2.8	2.8
Middle School	1.6	2.6	2.2
High School	1.6	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$16,355	\$6,778	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$519	\$215	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$732	\$303	\$487	\$242	\$482
Student Support Services	\$1,940	\$804	\$901	\$745	\$901
Administration and Support Services	\$4,222	\$1,750	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$3,967	\$1,644	\$1,471	\$1,466	\$1,463
Transportation	\$1,351	\$522	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$918	N/A	N/A	N/A	N/A
Other	\$358	\$148	\$165	\$168	\$165
Total	\$30,363	\$12,174	\$14,238	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,667	\$1,105	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,170,691	17.0	20.0	21.7

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	64.6	27.6	7.8	0.0
Excluding School Construction	61.5	30.0	8.5	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 has been 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. During December, the Central Office staff 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 brought to the Finance sub-committee of the Board of Education. 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	236
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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	31	1.3	1.2	1.2
Learning Disability	91	3.8	3.7	3.9
Intellectual Disability	10	0.4	0.4	0.4
Emotional Disturbance	14	0.6	1.2	1.0
Speech Impairment	46	1.9	2.1	2.1
Other Health Impairment*	30	1.3	2.1	2.2
Other Disabilities**	14	0.6	0.9	1.0
Total	236	10.0	11.6	11.7

*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 2010-11 with a Standard Diploma	60.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	20.0	36.0	66.8	70.4
	Writing	14.5	21.5	65.9	66.3
	Mathematics	23.9	31.8	70.9	68.4
	Science	11.4	23.0	60.4	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	32.4	47.5
	Writing Across the Disciplines	N/A	N/A	58.5	63.0
	Mathematics	10.0	15.4	45.6	49.2
	Science	7.1	13.6	39.7	47.1

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	24.2
	% With Accommodations	75.8
CAPT	% Without Accommodations	41.2
	% With Accommodations	58.8
% Assessed Using Skills Checklist		4.8

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	13	5.5

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	208	88.1	74.3	72.1
40.1 to 79.0 Percent of Time	15	6.4	15.6	16.3
0.0 to 40.0 Percent of Time	13	5.5	10.0	11.7

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 continues to fund the position of content area department chairs/coordinators at the secondary level. Presently, curriculum is accessible to district staff through an electronic format. Reader's Workshop is 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. As a district we are working to align our existing curriculum with the Common Core State Standards. Voyages, a math program, which is based on the State of Connecticut Mathematics Frameworks continues to be used in the two elementary schools in grades K-5. Foss Science kits are used in grades K through 8. 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 their list of AP courses with the approval of AP Environmental Science, AP Comparative Government and AP Chemistry. Seymour continues to focus on the instructional core; teachers utilize Common Formative Assessments to inform instruction. A District Data Team was created and trained to address our goal of continuous improvement and student achievement. Building Data Teams and grade level 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. 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 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. The Superintendent holds regular community conversations for parents and the community. 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, PBIS, (Positive Behavioral Interventions and Supports) has 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.
