

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



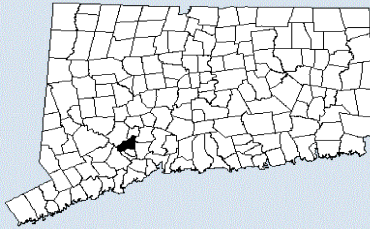
## Seymour School District

Ms. Christine Syriac, Superintendent • 203-888-4564 • [www.seymourschools.org/](http://www.seymourschools.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,215
Per Pupil Expenditures <sup>1</sup>	\$14,362
Total Expenditures <sup>1</sup>	\$34,038,417

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,094	49.4	48.3
Male	1,121	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	69	3.1	4.9
Black or African American	82	3.7	12.8
Hispanic or Latino	278	12.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	28	1.3	2.7
White	1,752	79.1	55.9
English Learners	54	2.4	6.4
Eligible for Free or Reduced-Price Meals	654	29.5	38.0
Students with Disabilities <sup>1</sup>	282	12.7	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	92	8.5	51	4.7
Male	98	8.8	106	9.3
Black or African American	9	10.3	12	13.5
Hispanic or Latino	51	18.2	29	10.2
White	123	7.1	111	6.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	108	17.2	84	12.0
Students with Disabilities	48	17.5	41	12.9
District	190	8.6	157	7.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 11

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	140.3
Paraprofessional Instructional Assistants	15.0
<b>Special Education</b>	
Teachers and Instructors	18.7
Paraprofessional Instructional Assistants	35.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	9.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	7.5
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	99.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	2	1.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	196	98.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	8	*	14	*
White	84	62.7	109	75.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	30	56.6	34	81.0
Students with Disabilities	9	*	12	60.0
District	100	60.6	130	74.3
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	18	50.0
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	120	94.5
Other Health Impairment	27	87.1
Other Disabilities	*	*
Speech/Language Impairment	25	100.0
District	208	81.6
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	1.6	1.6
Emotional Disturbance	18	0.8	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	127	5.6	4.6
Other Health Impairment	31	1.4	2.8
Other Disabilities	14	0.6	1.0
Speech/Language Impairment	34	1.5	1.9
All Disabilities	268	11.8	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,736,420	7,800	9,387
Instructional Supplies and Equipment	371,996	164	318
Improvement of Instruction and Educational Media Services	927,339	408	541
Student Support Services	2,327,539	1,024	1,048
Administration and Support Services	4,324,714	1,902	1,790
Plant Operation and Maintenance	3,786,444	1,665	1,608
Transportation	1,935,525	787	845
Costs of Students Tuitioned Out	2,145,886	N/A	N/A
Other	482,554	212	194
Total	34,038,417	14,362	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	3,762,142	1,654	1,524
-----------------------------------	-----------	-------	-------

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,762,840	37.9	35.1
Noncertified Personnel	785,120	10.8	14.5
Purchased Services	273,487	3.8	5.5
Tuition to Other Schools	1,797,423	24.7	21.6
Special Ed. Transportation	773,132	10.6	8.3
Other Expenditures	890,144	12.2	15.0
Total Expenditures	7,282,146	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.3	64.4
State	30.2	32.9
Federal	2.4	2.7
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### 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	44	74.0	44	75.3	18	*
Black or African American	49	58.1	49	51.2	21	50.0
Hispanic or Latino	143	62.3	143	57.5	62	52.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	938	67.9	937	64.6	404	58.0
English Learners	50	57.6	50	57.3	16	*
Non-English Learners	1142	67.5	1141	64.0	494	57.5
Eligible for Free or Reduced-Price Meals	349	60.2	349	57.3	133	49.2
Not Eligible for Free or Reduced-Price Meals	843	69.9	842	66.3	377	59.8
Students with Disabilities	174	48.1	174	43.7	85	40.5
Students without Disabilities	1018	70.3	1017	67.1	425	60.3
High Needs	467	58.5	467	55.6	187	48.1
Non-High Needs	725	72.6	724	68.9	323	62.2
District	1192	67.1	1191	63.7	510	57.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.6	63.1	58.7	87.3	660	71.5
Curl Up	84.4	83.8	82.6	82.0	660	83.2
Push Up	83.0	62.6	71.2	84.0	660	74.4
Mile Run/PACER	79.6	86.6	81.0	72.7	660	80.3
All Tests - District	74.1	47.5	44.6	53.3	660	53.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	56	78.6	68.3	Yes	71.5
Students with Disabilities	*	*	.		.
District	148	89.2	86.7	Yes	87.6
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	67	40.1
Male	97.1	55	31.8
Black or African American	*	*	*
Hispanic or Latino	97.1	*	*
White	96.8	104	37.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.9	21	22.1
Students with Disabilities	*	0	*
District	97.1	122	35.9
State	95.6		40.7

<sup>5</sup>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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>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 percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2016 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2016

### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	82.1	94.5
Male	67.1	85.0
Black or African American	*	*
Hispanic or Latino	*	*
White	76.6	91.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	76.2
Students with Disabilities	*	*
District	73.3	90.5
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.1	75	44.7	50	89.5	67.7
	High Needs Students	58.5	75	39.0	50	78.0	56.7
Math Performance Index	All Students	63.7	75	42.5	50	84.9	61.4
	High Needs Students	55.6	75	37.0	50	74.1	49.9
Science Performance Index	All Students	57.0	75	38.0	50	76.0	57.5
	High Needs Students	48.1	75	32.1	50	64.2	47.0
ELA Academic Growth	All Students	57.5%	100%	57.5	100	57.5	63.8%
	High Needs Students	53.8%	100%	53.8	100	53.8	58.3%
Math Academic Growth	All Students	70.3%	100%	70.3	100	70.3	65.0%
	High Needs Students	64.5%	100%	64.5	100	64.5	57.4%
Chronic Absenteeism	All Students	8.6%	<=5%	42.7	50	85.5	9.6%
	High Needs Students	16.1%	<=5%	27.8	50	55.7	15.6%
Preparation for CCR	% Taking Courses	67.6%	75%	45.1	50	90.2	67.6%
	% Passing Exams	35.9%	75%	23.9	50	47.8	40.7%
On-track to High School Graduation		94.7%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		89.2%	94%	94.9	100	94.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		75.7%	94%	80.5	100	80.5	78.6%
Postsecondary Entrance (Class of 2015)		73.3%	75%	97.8	100	97.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.6%   53.9%	75%	36.0	50	71.9	89.2%   50.5%
Arts Access		59.1%	60%	49.2	50	98.4	47.5%
<b>Accountability Index</b>				<b>1027.3</b>	<b>1350</b>	<b>76.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.6	58.5	14.1	16.5	
Math Performance Index Gap	68.9	55.6	13.4	18.9	
Science Performance Index Gap	62.2	48.1	14.0	17.2	
Graduation Rate Gap	94.0%	75.7%	18.3%	15.3%	Y

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.2
	High Needs Students	97.4
Math	All Students	98.1
	High Needs Students	97.4
Science	All Students	99.2
	High Needs Students	99.0

<sup>3</sup>Minimum 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: 52.6**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

The Seymour School District has aligned its English Language Arts and mathematics curriculum grades K-12 with the Core State Standards. Seymour is committed to Reader'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 Spanish during 7th and 8th grade. Seymour High School currently offers 13 AP courses including Environmental Science, Comparative Government and Chemistry. 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 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 a 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 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-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, mathematics, 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.

# District Profile and Performance Report for School Year 2015-16

## Seymour School District

### **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.