

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



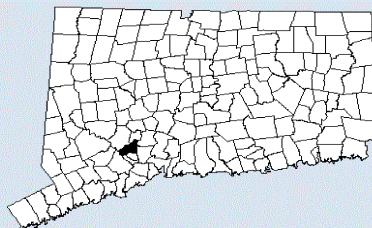
Seymour School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,179
Per Pupil Expenditures ¹	\$15,897
Total Expenditures ¹	\$35,831,121

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,079	49.5	48.4
Male	1,100	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	79	3.6	5.2
Black or African American	114	5.2	12.7
Hispanic or Latino of any race	368	16.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	47	2.2	3.8
White	1,567	71.9	51.1
English Learners	83	3.8	8.3
Eligible for Free or Reduced-Price Meals	886	40.7	43.3
Students with Disabilities ³	336	15.4	16.0

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

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	102	9.5	52	4.7
Male	125	11.4	77	6.7
Black or African American	9	8.0	13	10.7
Hispanic or Latino of any race	54	14.5	40	10.1
White	146	9.3	72	4.5
English Learners	9	10.6	*	*
Eligible for Free or Reduced-Price Meals	151	17.7	94	9.8
Students with Disabilities	65	20.4	37	9.5
District	227	10.4	129	5.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 59

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	127.5
Paraprofessional Instructional Assistants	18.0
Special Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	45.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	91.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.5	0.1
Asian	2	1.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	189	97.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

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	6	*	9	*
Hispanic or Latino of any race	16	80.0	25	96.2
White	119	90.2	115	95.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	78.0	52	92.9
Students with Disabilities	6	*	21	80.8
District	146	84.9	158	95.2
State		75.8		84.8

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 Peers³

	Count	Rate (%)
Autism	16	34.8
Emotional Disturbance	12	54.5
Intellectual Disability	*	*
Learning Disability	110	83.3
Other Health Impairment	43	75.4
Other Disabilities	*	*
Speech/Language Impairment	29	93.5
District	216	70.4
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	49	2.2	2.0
Emotional Disturbance	23	1.0	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	132	5.9	5.7
Other Health Impairment	58	2.6	3.3
Other Disabilities	17	0.8	1.1
Speech/Language Impairment	39	1.8	1.8
All Disabilities	324	14.6	15.6

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.0	8.2
Private Schools or Other Settings	18	5.6	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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,023,914	\$9,771	\$10,923
Support services - students	\$2,127,002	\$983	\$1,277
Support services - instruction	\$656,684	\$303	\$682
Support services - general administration	\$682,830	\$316	\$467
Support services - school based administration	\$3,073,715	\$1,420	\$1,021
Central and other support services	\$924,336	\$427	\$679
Operation and maintenance of plant	\$3,876,307	\$1,791	\$1,718
Student transportation services	\$1,906,803	\$834	\$1,288
Food services	.	.	\$12
Enterprise operations	\$559,530	\$259	\$163
Minor school construction	.	.	\$59
Total	\$35,831,121	\$15,897	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,994,976	35.4	28.5
Instructional Aide Salaries	\$946,269	11.2	10.1
Other Salaries	\$206,931	2.4	11.1
Employee Benefits	\$995,924	11.8	13.0
Purchased Services Other Than Transportation	\$438,515	5.2	5.7
Special Education Tuition	\$1,971,646	23.3	22.5
Supplies	\$37,333	0.4	0.6
Property Services	\$4,141	0.0	0.3
Purchased Services For Transportation	\$858,949	10.2	8.0
Equipment	\$5,308	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$8,459,992	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	65.1
State	30.9
Federal	4.0
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).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	79	82.3
Students with Disabilities	33	66.7
District	179	87.7
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	81.6	84.6
Male	67.9	83.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.9	84.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.7	86.7
Students with Disabilities	37.5	*
District	74.4	84.1
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	76.2%	100%	60.4%
	Oral	60.1%	100%	57.6%
Chronic Absenteeism	All Students	10.4%	<=5%	12.2%
	High Needs Students	16.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	89.9%	75%	80.4%
On-track to High School Graduation		98.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.3%	75%	71.5%
Arts Access		60.5%	60%	51.8%

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
Graduation Rate Gap	94.0%	94.4%	-0.4%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Seymour School District

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 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). Our Special Education students are also provided with whatever supports needed in order to properly access the curriculum. These supports are determined collaboratively through the PPT process. We will be implementing a 1 to 1 technology initiative for the 2020-2021 school year where all students in grades K through 12 will be assigned a Chromebook. 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, etc.) 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. Many of the evenings are interactive including both parents and students engaging in activities and learning facilitated by teachers and paraprofessionals. For ex: Poetry, math, and literacy nights.

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.

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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.