Connecticut State Department of Education

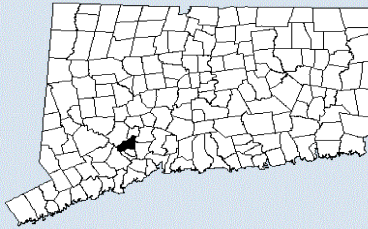# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Seymour School District

Ms. Christine Syriac, Superintendent • 203-888-4564 • www.seymourschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,286
Per Pupil Expenditures¹	$13,712
Total Expenditures¹	$32,935,225

¹*Expenditure data reflect the 2013-14 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 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,118	48.9	48.3
Male	1,168	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	86	3.8	4.7
Black or African American	87	3.8	12.9
Hispanic or Latino	249	10.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	25	1.1	2.5
White	1,833	80.2	57.2
English Language Learners	72	3.1	6.3
Eligible for Free or Reduced-Price Meals	633	27.7	37.6
Students with Disabilities¹	275	12.0	13.3

¹Students 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 Absenteeism²		Suspension/ Expulsion³	
	Count	Rate (%)	Count	Rate (%)
Female	61	5.5	72	6.4
Male	81	7.1	154	13.1
Black or African American	*	*	22	23.6
Hispanic or Latino	22	8.9	38	14.7
White	112	6.2	159	8.6
English Language Learners	6	11.5	*	*
Eligible for Free or Reduced-Price Meals	69	10.4	113	16.6
Students with Disabilities	34	12.7	48	15.2
District	142	6.3	226	9.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 7

²A 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.

³The 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	147.0
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	19.5
Paraprofessional Instructional Assistants	32.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	10.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	101.5

[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	1.0
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	0.0
White	202	98.1	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School [3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	10	*	10	*
White	72	51.1	90	76.9
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	22	56.4	27	75.0
Students with Disabilities	*	*	15	*
District	87	51.2	110	75.9
State		58.4		73.8

[3]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 [4]

	Count	Rate (%)
Autism	18	52.9
Emotional Disturbance	*	*
Intellectual Disability	7	*
Learning Disability	117	96.7
Other Health Impairment	33	97.1
Other Disabilities	*	*
Speech/Language Impairment	32	97.0
District	215	83.3
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	1.5	1.5
Emotional Disturbance	20	0.9	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	121	5.2	4.4
Other Health Impairment	34	1.5	2.6
Other Disabilities	12	0.5	1.0
Speech/Language Impairment	39	1.7	1.9
All Disabilities	268	11.4	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.9	8.1
Private Schools or Other Settings	13	4.9	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	17,285,607	7,529	9,134
Instructional Supplies and Equipment	750,515	327	334
Improvement of Instruction and Educational Media Services	785,933	342	498
Student Support Services	2,247,845	979	1,001
Administration and Support Services	4,277,869	1,863	1,694
Plant Operation and Maintenance	3,564,721	1,553	1,572
Transportation	1,799,767	719	813
Costs of Students Tuitioned Out	1,790,020	N/A	N/A
Other	432,948	189	186
Total	32,935,225	13,712	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	3,635,253	1,583	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,515,930	38.1	35.1
Noncertified Personnel	721,414	10.9	14.2
Purchased Services	283,044	4.3	5.2
Tuition to Other Schools	1,476,493	22.4	22.0
Special Ed. Transportation	702,697	10.6	8.6
Other Expenditures	902,834	13.7	14.9
Total Expenditures	6,602,412	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.6	62.7
State	32.9	34.5
Federal	2.5	2.8
Tuition & Other	0.0	0.0

[4]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).

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	48	78.4	48	73.4	23	67.2
Black or African American	52	60.1	52	50.4	27	44.5
Hispanic or Latino	123	62.1	124	54.9	41	47.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	992	69.1	989	62.5	470	55.7
English Language Learners	49	59.4	49	54.3	12	*
Non-English Language Learners	1180	68.7	1178	61.9	554	55.3
Eligible for Free or Reduced-Price Meals	357	63.0	356	55.2	180	50.0
Not Eligible for Free or Reduced-Price Meals	872	70.5	871	64.2	386	57.2
Students with Disabilities	177	49.0	178	41.4	79	38.0
Students without Disabilities	1052	71.6	1049	65.0	487	57.7
High Needs	486	60.7	486	53.1	226	47.9
Non-High Needs	743	73.4	741	67.1	340	59.6
District	1229	68.3	1227	61.6	566	54.9

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.6	71.4	63.8	83.4	723	76.2
Curl Up	89.1	91.5	88.9	96.0	723	91.1
Push Up	84.8	73.5	65.8	69.5	723	73.4
Mile Run/PACER	81.5	86.8	71.9	74.8	723	78.8
All Tests - District	77.2	55.0	43.7	55.6	723	57.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	42	78.6	65.1	Yes	68.3
Students with Disabilities	*	*	.		.
District	138	87.0	85.8	Yes	86.7
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.6	55	36.2
Male	75.5	49	30.1
Black or African American	*	*	*
Hispanic or Latino	71.9	7	21.9
White	76.0	90	34.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.3	16	21.3
Students with Disabilities	*	*	*
District	76.5	104	33.0
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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 © 2015 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2015 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	83.1	92.1
Male	68.3	87.5
Black or African American	*	*
Hispanic or Latino	*	*
White	77.9	90.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	58.1	86.7
Students with Disabilities	*	*
District	76.0	89.9
State	72.6	88.8

[7]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.

[8]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

These statistics are the first 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	68.3	75	91.1	100	91.1	67.9
	High Needs Students	60.7	75	80.9	100	80.9	56.7
Math Performance Index	All Students	61.6	75	82.1	100	82.1	59.3
	High Needs Students	53.1	75	70.8	100	70.8	47.8
Science Performance Index	All Students	54.9	75	73.2	100	73.2	56.5
	High Needs Students	47.9	75	63.9	100	63.9	45.9
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.8	10.6%
	High Needs Students	10.3%	<=5%	39.3	50	78.7	17.3%
Preparation for CCR	% Taking Courses	62.5%	75%	41.7	50	83.4	66.1%
	% Passing Exams	33.0%	75%	22.0	50	44.0	37.3%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		87.0%	94%	92.5	100	92.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		80.4%	94%	85.5	100	85.5	77.6%
Postsecondary Entrance (Class of 2014)		76.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% | 57.7%	75%	38.5	50	76.9	87.6% | 51.0%
Arts Access		58.4%	60%	48.7	50	97.4	45.7%
Accountability Index				**1027.6**	**1250**	**82.2**	

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	73.4	60.7	12.7	17.3	
Math Performance Index Gap	67.1	53.1	14.1	19.6	
Science Performance Index Gap	59.6	47.9	11.7	17.2	
Graduation Rate Gap	94.0%	80.4%	13.6%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.5
	High Needs Students	98.2
Math	All Students	98.3
	High Needs Students	98.2
Science	All Students	99.1
	High Needs Students	97.9

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: 46.0   **State: 50.1**

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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-6. 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.

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.