

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



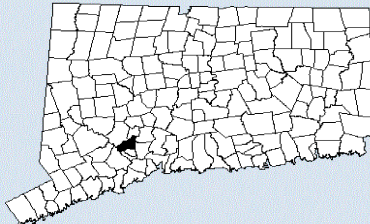
Seymour School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	2,110
Per Pupil Expenditures ¹	\$15,956
Total Expenditures ¹	\$35,916,416

¹ Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,028	48.7	48.4
Male	1,082	51.3	51.5
American Indian or Alaska Native	*	*	0.3
Asian	76	3.6	5.2
Black or African American	117	5.5	12.7
Hispanic or Latino of any race	373	17.7	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.0
White	1,488	70.5	49.9
English Learners	87	4.1	8.3
Eligible for Free or Reduced-Price Meals	852	40.4	42.7
Students with Disabilities ³	311	14.7	16.3

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	116	11.3	19	1.8
Male	150	14.3	37	3.3
Black or African American	13	11.1	*	*
Hispanic or Latino of any race	86	23.2	24	6.0
White	147	10.0	24	1.6
English Learners	11	12.5	0	0.0
Eligible for Free or Reduced-Price Meals	185	21.1	34	3.6
Students with Disabilities	85	26.9	18	5.0
District	266	12.8	56	2.6
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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 2020-21

Seymour School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	140.0
Paraprofessional Instructional Assistants	10.5
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	39.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.4
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	94.0

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	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	2	1.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	201	97.6	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	7.3

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	9	*	8	*
Hispanic or Latino of any race	12	60.0	15	75.0
White	90	78.3	125	92.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	75.4	54	85.7
Students with Disabilities	6	*	12	60.0
District	118	75.2	155	88.1
State		75.9		85.6

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	16	55.2
Intellectual Disability	*	*
Learning Disability	103	87.3
Other Health Impairment	40	74.1
Other Disabilities	*	*
Speech/Language Impairment	30	96.8
District	207	69.9
State		67.9

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	46	2.1	2.1
Emotional Disturbance	29	1.3	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	119	5.5	5.8
Other Health Impairment	54	2.5	3.3
Other Disabilities	20	0.9	1.2
Speech/Language Impairment	40	1.8	1.9
All Disabilities	315	14.5	15.9

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	16	5.1	8.3
Private Schools or Other Settings	17	5.4	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,310,706	\$9,911	\$11,205
Support services - students	\$2,332,737	\$1,080	\$1,346
Support services - instruction	\$676,453	\$313	\$698
Support services - general administration	\$555,497	\$257	\$464
Support services - school based administration	\$3,045,343	\$1,410	\$1,037
Central and other support services	\$1,137,759	\$527	\$691
Operation and maintenance of plant	\$3,879,213	\$1,796	\$1,692
Student transportation services	\$1,573,189	\$680	\$1,159
Food services	.	.	\$21
Enterprise operations	\$405,519	\$188	\$151
Total	\$35,916,416	\$15,956	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,953,094	34.8	29.6
Instructional Aide Salaries	\$852,512	10.1	11.1
Other Salaries	\$238,927	2.8	9.5
Employee Benefits	\$644,900	7.6	13.5
Purchased Services Other Than Transportation	\$376,696	4.4	5.4
Special Education Tuition	\$2,796,584	33.0	22.5
Supplies	\$20,070	0.2	0.5
Property Services	\$2,757	0.0	0.3
Purchased Services For Transportation	\$583,726	6.9	7.2
Equipment	\$7,525	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$8,476,790	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	66.1
State	31.4
Federal	2.5
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 2020-21

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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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	27	77.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64	84.4
Students with Disabilities	31	80.6
District	161	91.9
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.5	78	44.1
Male	92.9	67	42.9
Black or African American	88.5	6	23.1
Hispanic or Latino	92.5	7	17.5
White	94.8	122	48.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.2	47	37.9
Students with Disabilities	68.4	*	*
District	94.3	145	43.5
State	85.0		36.0

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

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

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

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.3	98.4
Male	74.6	86.0
Black or African American	*	*
Hispanic or Latino of any race	76.2	*
White	84.1	91.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.7	92.5
Students with Disabilities	65.4	*
District	82.8	92.4
State	67.4	84.9

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	12.8%	<=5%	19.0%
	High Needs Students	20.7%	<=5%	30.2%
Preparation for CCR	% Taking Courses	82.0%	75%	80.6%
	% Passing Exams	43.5%	75%	36.0%
On-track to High School Graduation		96.6%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		91.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		89.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		82.7%	75%	67.4%
Arts Access		55.8%	60%	50.7%

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%	89.9%	4.1%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

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 resources in grades K-8 to address the need for improvement across those grade levels. Through the guidance of the District Data Team, the staff and students across our district address weaknesses in the area of Reading and Mathematics 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 implemented a 1 to 1 technology initiative for the 2020-2021 school year where all students in grades K through 12 were 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 with their own unique extension 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: Po

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. Seymour Public Schools remain committed to providing for our students social and emotional wellbeing as well as inclusivity for all. We strive to provide our students a platform where they can express their differences without judgement. As a team, we have been and will continue to be focused on unity within all of our schools and within the entire community. Seymour Public Schools values all of our students and is very proud of our diversity. There is no place for hate, racism, and prejudice in our schools and these have never been and will never be tolerated. Our students are encouraged to turn to their teachers and counselors to speak about anything that is on their mind.

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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.