

# Seymour Community School District

## **School Performance Report**

Academic Achievement and District Statistics

2013-2014

The mission of Seymour Community School District is to create a cooperative community of people committed to constantly improving learning environments that enable students to demonstrate their uniqueness as total persons who are active learners, caring members of society, creative artists, ethical stewards, involved citizens and productive workers.

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**\*This information has not been released by the Wisconsin Department of Instruction. It will be added to this report as it becomes available.**

# SEYMOUR COMMUNITY SCHOOL DISTRICT 2013-2014 SCHOOL PERFORMANCE REPORT

## To the Parents and the Community

Wisconsin Statute requires school districts to annually distribute a “School Performance Report” to the parents of the children in the district upon request. The purpose of the report is to provide parents with a summary of the district’s performance during the 2013-2014 school year. To assist in developing the report, the state provides state averages to compare to local performance.

The School Performance Report is now in its 23<sup>rd</sup> year. With increased consistency in the report and state definitions, the information is becoming more valuable in efforts to monitor performance and plan for improvements. Statewide standards have been developed to compare to district data.

In general, data again shows students attending the Seymour Community School District are performing very well in comparison to state averages. In addition to the data presented in the following pages, our school district has several accomplishments to report.

### **BLACK CREEK ELEMENTARY/MIDDLE SCHOOL ACCOMPLISHMENTS 2013-2014**

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*Black Creek Elementary/Middle School continued the dedication to “meeting the individual needs of every learner” to ensure our children are successful. The staff works diligently to meet the diverse needs of all the children in the building. These are the activities and results of that goal:*

#### **Academic, Social, and Behavioral Activities and Accomplishments:**

- The continued expectation of excellence in our school was evident in the performance of the students in grades 3-8 on the Wisconsin Knowledge and Concepts Exam (WKCE). These students once again scored above the state average in reading and math on the test.
- Two main focuses in the building were math and technology. The time allocated to instruction in these curricular areas, as well as the interventions in place for struggling math students, serve as evidence to our commitment to math and technology. Professional development regarding the newer Math Expressions and CPM math curriculum also took place.
- Participation of students in grades 5 and 8 in “Thunder Talks” provided the opportunity to share their current successes and future goals with their parents. The students met with their parents and our guidance counselor to share the information.
- Students in 7th and 8th grade had the opportunity to travel to Washington D.C for enriching social studies and citizenship experiences.

- Students in 3<sup>rd</sup>-5<sup>th</sup> grades took part in the Black Creek Dental reading incentive where they earned 11 Kindles. One student also earned a Kindle based on “citizenship”.
- Students in grades K-5 participated in the Timber Rattlers Reading Incentive and earned a free ticket to attend a Timber Rattler game in May. Each student also received a free hot dog, chips, and soda. Book It was also a reading incentive where students could earn pizza from Pizza Hut.
- The school hosted a Celebration of Learning. This celebration highlighted the accomplishments of every student over the course of the school year. Families were invited to visit the school, view the work of children in all aspects of education, and finished with an ice cream treat.
- Our students continued to be active members of the community and participated in extra-curricular activities.
- Black Creek Elementary/Middle School continues to provide enrichment experiences including Destination Imagination and Solo Ensemble for our students.
- Students used the Activity Bus to participate in district-sponsored activities.
- The students and staff continued their commitment to PBIS (Positive Behavioral Interventions and Supports) implementation. The focus was: building a common language for the learning environment 4K-8. Behavior Parades enhanced understanding.
- The Middle School students tested Chrome Books for the state’s new Smarter Balanced Assessment Test.

**Community Activities and Accomplishments:**

- We continued our strong parent/community relationship through a variety of events including a spaghetti dinner.
- We continued the backpack program to provide food for the weekend for our families in need with the support of our parent organization and the community.
- The student council sponsored a Food Drive for Community 2000 that collected over \$2000 and 3000 canned goods. The support went beyond the Food Drive with the Middle School Community Service group that worked weekly at the Salvation Army stocking shelves.
- Current students, graduates, and staff of Black Creek Middle School volunteered to work for Special Olympics. The group spent the day at Appleton North High School helping the athletes with their events.

**Building Improvements and New Learning Resources:**

- The Black Creek PTO (TAFPE) purchased new laptops for ½ the staff. iPods and iPad-minis were purchased for the students.

- The school purchased one technology cart and 22 chrome books (Google/internet-only laptops).
- The school renovated south playground area.
- The school remodeled the main office and the CFRC areas.

## **ROCK LEDGE PRIMARY CENTER ACCOMPLISHMENTS 2013-14**

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### **Academic Accomplishments:**

- Our reading theme for 2013-2014 was “Bucket Filling”. Rock Ledge teachers kicked off the reading theme by performing a reader’s theater in the Thunderzone. Every teacher started the year by reading “Have you filled a Bucket Today?” by Carol McCloud. Throughout the year, we acknowledged students in our weekly announcements for being bucket fillers by doing kind things for others.
- All kindergarten and first graders were administered the Phonological Awareness Literacy Screening (PALS) assessment in the fall and spring. Students who did not meet the benchmark in any area were also administered the PALS mid-year assessment. Data was used to inform instruction regarding literacy.
- In November, the Rock Ledge PTO hosted the Scholastic Book Fair during Parent-Teacher conference night. Our Parent-Teacher conferences were highly attended with 95% parent attendance.
- Family Literacy Night was once again held for Rock Ledge students and parents at the Muehl Public Library in Seymour. Staff from Rock Ledge collaborated with Elizabeth Timmins to provide an enjoyable evening filled with stories, fun activities, role playing, munchies, take home activities, and book recommendations.
- The PTO organized our Green Bay Gamblers Reading Program in January. Gambler players read to our students and shared aspects of their personal and professional lives. Students were able to earn a free ticket to the last Gambler game of the year. The event was a huge success!
- Poetry Café was held in April – A classroom was set up to resemble the atmosphere in a jazzy café, complete with music, beverages, and staff and students performed their created poetry for an audience of peers. The Poetry Café served as a culmination of our school-wide literacy focus this school year and an opportunity for our students to express their creative poetry to others in a cool setting!
- Our staff and students worked hard towards attainment of our school goal of making growth

and meeting benchmark levels in literacy by the end of the 2013-2014 school year. Teachers met throughout the school year to monitor student progress and their response to interventions (RTI). Our leadership team attended a conference on Progress Monitoring and Screening to improve our RTI process.

- Students in RLP celebrated Read Across America Week. They participated in Dr. Seuss based activities which included these: wear crazy mixed up clothes, be like the cat and wear a fun hat, and crazy sock day, etc.
- Rock Ledge students celebrated the last 26 days of school with an ABC countdown. Daily activities included: letter M, make good choices and letter Q, quick feet day.

#### **Social and Behavioral Accomplishments:**

- Rock Ledge Primary started the year off by hosting an Open house for RLP families and students. Students came in on one evening in August to meet their teacher and bring in school supplies.
- Rock Ledge kicked the year off with the back-to-school pep rally. School wide expectations were introduced to the students which included: How to be a “Bucket Filler”, playground safety and the voice volume system that is used throughout the school to help students be successful in the hallways and in their classrooms. Mrs. Inman also went through staff introductions.
- In October, Rock Ledge students participated in Bully Prevention Week activities to make awareness about bully prevention and encouraging safe choices. Mrs. Schumacher (school counselor) organized different daily activities for the students.
- Students that were caught being “Bucket Fillers” were announced each week over the PA system. Teachers acknowledged these students in the classrooms every Friday. 100% of Rock Ledge students were recognized throughout the year.
- RLP students participated in quarterly Fancy Lunch days, hosted by the RLI student council. Students and staff came dressed up in their fancy clothes. The lunchroom lights were lowered, music was played, table places were set, and the tables were glowing from battery operated candles. An emphasis on good manners was taught to the students.
- Our second grade student leaders (under the direction of Lori Schumacher) strengthened their leadership skills, provided announcements, organized fun day activities, and helped facilitate groups in kindergarten and first grade classrooms.
- In March, the PTO brought in an entertainer who gave a positive message to kids about being a Bucket Filler. The students enjoyed the performance of *The Magic Story teller* at the

SHS Auditorium.

- The kindergarten teachers organized the Kindergarten Treasure Hunt. Prospective kindergarten students and their families participated in a treasure hunt throughout RLPC to support the transition to kindergarten.
- Rock Ledge Primary students and staff had the end of the year slide show to enjoy pictures of fieldtrips and fun memories of the year.

#### **Musical Accomplishments:**

- Rock Ledge Primary students had their holiday sing-a-long in the primary gym. Mrs. Frost and Mrs. Dessart led the sing-a-long. The students had a wonderful time.
- In April, Mrs. Dessart and Mrs. Frost held the second K-2 Primary Spring Music Concert. The concert was held in the SHS Fieldhouse and had a wonderful turnout of families and friends there to watch RLPC students.

#### **Physical/Health Accomplishments:**

- The February Jump Rope for Heart week was a big success. The Jump Rope for Heart event generated over \$20,000 in donations for the American Heart Association!
- On May 1<sup>st</sup>, the Rock Ledge students participated in *Shape Up Rock Ledge Day*. All students were encouraged to exercise and maintain a healthy life. Every classroom went on a walk on the track or throughout the community in recognition of this day.
- The PE teachers and Mrs. Thompson (school nurse) organized a family event focused on healthy snacks and living. The Family Fitness night was planned in accordance with the Community Family Resource Center that is housed out of the Primary center. Over 100 people attended the event.
- The Physical Education teachers organized a Field day for all students. Field day provided a culmination of the concepts and skills taught throughout the year. The students participated in various events on the SHS track and on the football field. The students especially enjoyed the bouncer that was rented by the PTO.

#### **Community Activities and Accomplishments:**

- Rock Ledge Students participated in collecting items for the Giving Tree that ranged from canned foods and mittens, to personal hygiene items for families in need. All donations were given to the local Salvation Army.
- In December, the Rock Ledge PTO provided our students with Reindeer Lane, a shopping experience where students were able to purchase small, affordable gifts for family members and friends.

- Rock Ledge PTO held the Spring Dance at the Rock Ledge Intermediate Center. This year's theme was Hollywood Glam. Over 500 participants came to the dance.
- Rock Ledge Primary Center was very fortunate to have many wonderful PTO members who helped to organize the Rock Ledge Primary Center Fundraiser called the Chippe Shoppe. Large inflatables were provided to all students, for an hour each grade, as an incentive for the fundraiser. Money (approximately \$13,000) was raised and will be used to purchase items for our students.

**New Staff and Staff Accomplishments:**

- There were several Golden Apple Nominees from RLP, including Toni Goodall, Barb Lee, Heather Bodenheimer, Erin Poeschl, Jaime Wery, Sue Resop, Amanda Van Eyck and Jen Weiler.
- Carrie Schulz was nominated as a Terrific Teacher and had a news segment on WFRV, Channel 5.
- This year there were new additions to Rock Ledge Primary Staff. Katie Woldt and Tanya Ritchie joined the RLP staff as Instructional Aides.

**ROCK LEDGE INTERMEDIATE CENTER ACCOMPLISHMENTS  
2013-14**

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**Academic Accomplishments:**

- 2013-2014 started as an exciting beginning to a wonderful school year! Student enrollment increased to 420 students, including students who open enrolled to RLI!
- All staff members continued to use data to drive our instruction. Teachers used the Measures of Academic Progress (MAP) assessments to look at individual student strengths. Students received the benefit by having instruction more individualized to their unique needs. In addition to MAP, teachers used STAR scores, WKCE scores, and Fountas & Pinnell Running Records to determine areas of strength and weakness in Literacy and also in Math.
- Teachers continued work on lessons aligning with the state's Common Core Standards in Reading/Language Arts and Mathematics to teach students and help them reach their grade level expectations. These standards were also aligned with the Rock Ledge Intermediate report card.
- Assessment continued to be a major educational component this year as students demonstrated their abilities in all curricular areas. In literacy, teachers assessed fluency, writing, and reading comprehension. Staff used their knowledge gained from experience and professional development to enhance student learning in each developmental skill.

- The first state “Report Card” came out, showing Rock Ledge as “meeting expectations”. Our goal was to continually improve from this point forward, and became one of our school-wide improvement goals.
- RTI, or Response to Intervention, continued to develop. Students had 30 minutes daily of “I/E time”, which stands for Intervention and Enrichment. Students that have demonstrated grade level skills worked on enrichment activities while students who needed extra assistance were able to receive it in a smaller group setting. Some students received Tier II interventions which were designed to accelerate their learning to catch them up to their peers. This time also assisted all students to become proficient in Reading and Math, and allowed higher level students to complete independent projects to further strengthen their abilities.
- Students once again did very well on the Wisconsin Knowledge and Concepts Exam (WKCE). Rock Ledge Intermediate students continued to make adequate yearly progress and demonstrated their mastery of grade level subject areas.
- In May, 17 fifth grade students were recognized for the Presidential Excellence and Achievement Awards highlighting those who achieved academic success. Students who earned this award were identified as Advanced on the WKCE statewide test in Math and Reading, as well as earning 3’s on their core standards report card.
- Jen Siudzinski, school counselor, met with 100% of the 5<sup>th</sup> grade students to complete their Thunder Talks, and 80% of parents (with their child)! These conferences had students begin exploring career options and what they saw as their future goals. Meeting with the students and parents led to crucial conversations about goal setting and achievement.
- Parent-Teacher conferences in the fall helped facilitate more conversation within our school community. More than 90% of our parents participated in the fall!
- The “Have you filled your bucket today?” theme had students filling their buckets as they read books. The bulletin board was quickly filled and stacked as students read thousands of books! The RLI library logged over 32,000 titles checked out last year!
- The Poetry Café was a big hit again! Students were able to create and read their stories and poetry to their classmates while sitting in a café setting. The kids had fun “snapping” to their favorites!
- Our Youth Enrichment Services staff member, Chris Skenandore, assisted students in putting together presentations for their peers. Students demonstrated Oneida language, music, dance, and other activities to share their Native American culture with all students.

#### **Social and Behavioral Accomplishments:**

- As part of their Guidance Curriculum, 5<sup>th</sup> graders were involved in a “kindness retreat” at the high school. Many students felt that this was their high point of the year, as they were able to share their feelings and fears without feeling ashamed. Many positive relationships were formed at this event.
- Nearly every student in the building signed a banner proclaiming their stance against drug and alcohol use. The Red Ribbon Week celebration reinforced the student health education curriculum.

- RLI began to use some of the tools of the Positive Behavioral Intervention and Supports (PBIS) program to improve student behavior in the building. Students learned about “body basics”, “line basics” and voice volume. We anticipate full implementation in the 2014 – 2015 school year. When students could demonstrate that they could maintain zero voices in the hallway, they were able to duct tape Mr. Kempen to the cafeteria wall where he hung up for more than two hours!
- As part of PBIS, RLI used a program to document student behavior to determine which expectations needed to be retaught to students. This enabled us to see if students were using lessons and expectations learned through PBIS and thus to make improvements in each area of the school.

#### **New Staff and Staff Accomplishments:**

- Many new staff members came on board to teach and help our students. Brianna Nelson was hired as our new 4<sup>th</sup> grade teacher. She made an immediate impact on the students in her classroom as they began to learn their new curriculum. Also hired were Mary Jo Dunks, Erica Jaykoski, and Denise Wesoloski as building aides to help our students in and out of the classrooms.
- All administrators in the district became certified in the Educator Effectiveness model to assist our teachers in improving their instruction. RLI teachers Tammy Sheleski, Lisa Cornette, and Jackie Hill participated in the pilot program and we were recognized by the DPI for our efforts!

#### **Community Activities and Accomplishments:**

- The PTO continues to be a strong asset for our students. For the fourth year, the PTO sold Entertainment books, and once again RLI was one of the top sellers in the region! Parents and students raised over \$6000 for our students and staff! All of the money raised will go back into the classrooms to provide enhancements for our students!
- PTO also continued to show support for our students with the Green Bay Gamblers reading incentive in February, the Professor Gizmo show in March, a Spring Dance in April, and many other volunteer hours to assist our students. Thank you very much for all you did for our students!
- Students participated in the Giving Tree again this past year. Student Council promoted this activity which gave students and their families an opportunity to donate items to Community 2000. Community 2000 then reached out to local families to give to those who may not have had much during the holiday season. Our tree was absolutely overflowing with generosity!
- Student Council also had a “hat day” in an effort to raise money for the “Heavenly Hats” project out of Green Bay. Heavenly Hats gives hats and support to patients with cancer. Over \$400 was raised by students donating a dollar for the opportunity to wear a hat for the day.

#### **Physical/Health Accomplishments:**

- Under the direction of our Rock Ledge Physical Education teachers, Jim Palubicki, Lisa Cornette, and Dave Bauer, students participated in Jump Rope for Heart again this past year. They and their families helped raise over \$20,700 to support the American Heart Association, and this was one of the highest school totals in the state!

- The Bellin Run with Kids program was popular once again with more than 80 students practicing in hopes of competing in June. Mrs. Jen Siudzinski organized the run again this year with the help of many volunteer parents and staff. Many of the runners ran a personal best in the race!
- Fuel Up to Play 60 became part of RLI by developing “plays” that students could try. Among the different activities were healthy food testing, mileage club, and open gym times in which students could enjoy 60 minutes of exercise and fun!
- Students participated in the Physical Education Central Challenge and had the opportunity to compete and try to achieve six levels of athletic achievement. Students earned gold, silver, and bronze medals based upon their performance.
- Mr. Palubicki and Mrs. Cornette celebrated the end of the year with Field Day, allowing students to compete in a variety of activities. Again the PTO came through with an inflatable obstacle course that was a huge highlight! Every student and even some adults had opportunities to enjoy the air-filled challenge!
- In September, over 100 students participated in the NFL Punt, Pass, and Kick competition at RLI. Students in each age group who scored the highest competed in sectionals at Marinette, Wisconsin.

**Musical Accomplishments:**

- RLI students performed a winter concert in January. Mrs. Kathleen Frost, music teacher, directed and also had the 5<sup>th</sup> grade students perform at Good Shepherd for the residents there. In May, another concert was held to show what students learned in music class.

**SEYMOUR MIDDLE SCHOOL ACCOMPLISHMENTS  
2013-14**

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**Community Accomplishments:**

- Students at the Seymour Middle School conducted community service projects that benefited families and organizations both locally and globally. Organizations benefiting from the service projects include: Cerebral Palsy Center, Harbor House, Good Shepherd Nursing Home, Easter Baskets for Golden House, Book Buddies, American Cancer Society, Salvation Army Giving Tree, Community 2000, Seymour Food Pantry, May Baskets, Saving Paws, and Suicide Crisis Hotline.
- Provided a school supply and clothing closet for students and families in need.
- The local Hometown Shopko provided a grant to purchase supplies for students in need.
- The 7<sup>th</sup> grade class led their 29<sup>th</sup> consecutive Veterans’ Day Program honoring local veterans.
- The Parent-Teacher Connection provided students with incentives and scholarships with money raised at our annual fundraiser.

**Academic Accomplishments:**

- Utilized MAP, STAR, and WKCE to identify students needing Tier II and Tier III interventions and enrichment opportunities.
- 7<sup>th</sup> graders piloted the Math Smarter Balance Assessment.

- Special education staff and the school counselor implemented the use of Oasys, a data management tool to track IEPs and 504 plans.
- Piloted MindPlay and Reflex Math (web based computer programs) for students identified as needing intervention in reading and math.
- Implemented PASS Time (Preparing All Students for Success) at 6<sup>th</sup> and 8<sup>th</sup> grade, providing intervention and enrichment activities for students.
- Science classes incorporated writing through the use of science note-booking.
- Two 8<sup>th</sup> Graders received a 1<sup>st</sup> on their Einstein Science Projects.
- Piloted Reader's Workshop.
- 6<sup>th</sup> Graders participated in "Battle of the Books".
- 15 students were nominated for the STEM Conference in Chicago focusing on Science and Math in the classroom.
- 2 students participated in WCTAY online program for gifted students.
- Overall MAP scores went up significantly for 8<sup>th</sup> grade students in co-taught math and literacy classes.
- 35 female students participated in the GEMS program at FVTC.
- 7<sup>th</sup> grader placed second at regional spelling bee.

#### **Y.E.S.-Oneida Youth Enrichment Services Program:**

- YES staff provided opportunities for our Native American Students which included:
  - Attended UWGB Seven Generations Program.
  - Attended Carnival of Learning with Oneida Higher Education.
  - Participated in Oneida Experiential Groups.
  - Partnered with Oneida Behavioral Health to provide cultural education.
  - Participated in Lunch Bunch groups with girls focusing on social and emotional changes.
  - Provided academic support for students struggling academically.
  - Piloted a summer school program in the Oneida Community.
- YES staff provided staff development opportunities through Maintaining Partnerships.

#### **Musical Accomplishments**

- SMS band students performed with the high school band at Homecoming.
- SMS band students marched in the Homecoming Parade, Memorial Day Parade, and Hamburger Day Parade.
- Students were accepted into the St. Norbert Middle Level Honors Band.
- Incorporated a Saxophone Choir into the Band Program.
- Hosted Solo and Ensemble.
- Band students participated in a band clinic with composer Quincy Hilliard.

#### **Social, behavioral, and health skills were increased and monitored with the following initiatives:**

- Bullying Prevention and Harassment Education was provided to all students throughout the school year by the School Counselor, Dean of Students, and School Police Liaison Officer. Activities included: Internet Safety Speaker, Netsmartz, an online safety program, and guidance lessons at all grade levels.
- Utilized PATH Program which provided access to mental health services.
- PBIS Data showed a 43% decrease in behavioral incidents.
- Seymour Middle School was recognized as PBIS School of Merit for the third year in a row.

- Student leadership group sponsored an “all inclusive” spirit week to promote student diversity and acceptance.

**Staff Professional Development and Building Improvement:**

- Two teachers participated in the Educator Effectiveness Pilot to improve teaching.
- Staff members participated in ALICE Training.
- All staff participated in “table top” activities to prepare them in the event of an actual intruder.
- Selected staff participated in NVCI (non-violent crisis intervention) training.
- Staff participated in professional learning opportunities focusing on the integration of technology using “google”.
- Team of teachers attended WISEDash Workshop.
- Social Studies teachers attended the state social studies convention and used “flipped” classroom concepts in their classroom.
- ELA teachers attended reading and writing workshops throughout the school year.
- Added additional security camera to the building to improve safety.

**SEYMOUR HIGH SCHOOL ACCOMPLISHMENTS  
2013-14**

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**General:**

- One student receives appointments at all three military academies: Army, Navy, and Air Force. The student chose Air Force.

**Academic:**

- Prepared and implemented regular curriculum and planning meetings with 6-12 ELA colleagues.
- 22 students received college credits in ELA.
- Prepared and facilitated disciplinary literacy professional development, grades 6-12.
- Observed and consulted with content area colleagues.
  - Assisted content area colleagues implement key content area reading strategies and vocabulary development.
- 7 students received college credit for AP Psychology.
- 4 students competed at the Wisconsin Economics Challenge Competition. These students placed 5th in the state.
- 6 students advanced to the state level of competition for National History Day research. One project (a website on Japanese Internment during WWII) finished as the second runner-up in the state of Wisconsin.
- 7 freshmen attended the Outagamie County Youth Government Day.
- Student Leadership completed the fourth year of our cross-age multi-school S.T.A.N. (Students Taking Action Now) program where high school students teach bullying prevention/character development in the elementary schools.
- Economics teacher was Wisconsin Teacher of the Year.
- Band trip to Florida in June.
- Band trip on July 4<sup>th</sup> to participate in parades in northern Wisconsin.
- 5 Spanish students went to Spain in June for 10 days.
- PE took students curling.

- PE re-introduced archery.
- PE-Amon Greene and other trainers worked with students.
- 21 students received 5 college credits in chemistry.
- Science Club sponsored blood drives that had approximately 90 donors over three drives.
- 5 seniors received donor cords for donating at least six times throughout their high school career.
- 7 Students spent a week in the BWCAW (Boundary Waters Canoe Area Wilderness).
- Successful department collaboration on implementation of CPM curriculum.
- Creation of Math Strategies class.
- 18 students received college credit for calculus.
- 15 students received college credit for pre-calculus.

**Activities:**

- Boys’ track team placed second at the state meet.
- There was one individual winner at the state track meet, one placed second, and one relay team placed 4th.
- Girls’ and boys’ track teams were conference champs together for the first time in conference history of 45 years.
- Three athletes receive full scholarships in three different sports all at different major division one schools.

**DISTRICT INFORMATION**

**ACT TEST RESULTS**

These results are for members of this year’s graduating senior class who took the American College Test (ACT) as juniors or seniors. The ACT is designed to measure knowledge, understanding, and skills acquired during the K-12 educational experience. The Average Student Score is the average score of the number of students tested.

**Average Student Score 2013-2014\***

	<b>Reading</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Composite</b>
<b>Seymour</b>	22.2	20.9	22.4	22.5	22.1
<b>State</b>	22.2	21.4	21.9	22.2	22.1

Results show that SCSD students’ ACT Test scores are comparable to state scores and higher than the state average in Math and Science.

\*This information is from WISEdash and is current, not certified.

**ADVANCED COURSEWORK**

**ADVANCED PLACEMENT PROGRAM COURSES AND AP EXAMS**

These are high school courses that help students prepare to take Advanced Placement Program (AP) Exams. Students are eligible to receive advanced placement and/or credit at participating colleges if their scores on the Advanced Placement Program ® (AP) Exams meet the postsecondary institution’s criteria. During the

2013-2014 school year, SCSD offered the AP Psychology course (1 class). Please see below for information about advanced placement testing.

**COLLEGE ADVANCED PLACEMENT PROGRAM (CAPP) COURSES**

CAPP courses are advanced college-level courses offered for college credit in conjunction with a local college or university. SCSD offers courses in cooperation with three local universities.

SCSD offered College Credit Pre-Calculus (15 students received 5 credits) through UW Oshkosh. In addition, College Credit Calculus (18 students received 4 credits) was offered through St. Norbert College. Both Fundamentals of Public Address (12 students received 3 credits) and College Credit Chemistry (21 students received 5 credits) were offered through UW Green Bay. Lastly, College Credit English-Composition (23 students received 4 credits) and College Credit English-Literature (22 students received 4 credits) were offered through St. Norbert College.

**ADVANCED PLACEMENT TESTING\***

Advanced Placement Program exams allow 9<sup>th</sup> through 12<sup>th</sup> graders to earn college credit while still in high school. As can be seen below, 47.6 % of SCSD students taking these exams scored at 3 or above; this is an increase of 14.3% as compared to the 2012-13 school year.

	<b>Total Fall Enrollment Grades 9-12</b>	<b>% Taking Exams</b>	<b># Exams Taken</b>	<b>% of Scores 3 or Above</b>
<b>District Summary</b>	699	3.0%	21	47.6%
<b>State Summary</b>	873, 175	13.4%	59,518	67.7%

\*This information is from WISEdash and is current, not certified.

**DISTRICT ENROLLMENT**

During the 2013-2014 school year, 2435 students were enrolled in the Seymour Community School District. The percentage of children who received free and reduced lunches was 32.8%. Please see the tables below for more information about enrollment. The percentage of children with disabilities has decreased by 0.4% as compared to the 2012-2013 school year.

**Gender Enrollment**

<b>Females</b>	<b>Males</b>
46.7%	53.3%

**Students with Disabilities Enrollment**

<b>All Schools in the SCSD</b>	<b>Percentage of the School Population</b>
Children with disabilities	11.4%

## **DISTRICT METHOD OF READING INSTRUCTION/READING TEXT**

At the primary level (K-5<sup>th</sup> grade), all students receive a comprehensive literacy approach. This means that shared, guided, and independent reading and language techniques are used by the classroom teachers. Structures, like the Daily 5 and CAFÉ, are also implemented as part of the literacy block. The reading texts used at this level are the Wright Group Reading Series (for kindergarten students) and the Harcourt (Trophies) reading series (for first and second grades). Schoolwide, Inc. curriculum materials are used for 3<sup>rd</sup> through 5<sup>th</sup> grade students. Pupils participate in small guided reading groups with their homeroom teacher and read books at their level on a daily basis. Meetings between the teachers and reading specialists are also held to collaborate and problem-solve regarding students' reading issues.

For elementary students who struggle with reading, Leveled Literacy Intervention (LLI) is provided by the reading specialist at Black Creek and within the Reading Language Arts Program (or Resource Room) at Rock Ledge Elementary. This is a broad intervention that covers decoding, fluency, and comprehension. Another technique utilized is giving students a second dose of reading or "double-dosing". Furthermore, some students benefit from being in team taught classroom in which their literacy instruction is provided by two teachers.

Targeted interventions at this level for individuals and small groups are provided by the reading specialists and the learning support teacher. Other more specific programs like the Lindamood Phoneme Sequencing Program (LIPS), Barton Program, Visualizing and Verbalizing, Orton Gillingham, Sound Partners, and Seeing Stars, etc. address specific literacy skill issues and are used at both Rock Ledge Elementary and Black Creek Elementary Middle School. Other interventions are these: additional time with Title I teachers, school-wide intervention time, and an after-school program (with Title 7 and Y.E.S. program staff).

At the middle school level, students receive literacy instruction daily and this includes both reading and writing instruction. Teachers also use the Writer's and Reader's workshop model and this naturally differentiates instruction. Schoolwide, Inc. curriculum materials are utilized and the Prentice Hall Literature: Language and Literacy book is used as a teacher resource. In addition to all students receiving the universal curriculum, specialized reading services are provided for students struggling in reading and writing. For example, Preparing All Students for Success (PASS) time is utilized to reinforce reading skills taught during reading and language classes. In addition, students needing extra support are scheduled for an additional intervention time at a minimum of three times a week. Interventions developed to support struggling readers include these: one-on-one and small group instruction, the Barton Program, work with the Youth Enrichment Services (Y.E.S.) Specialist, the Community Volunteer Program, and high school tutors. The utilization of iPads and iPods also provides reinforcement of literacy skills. For students who have exceptional strengths in literacy, enrichment activities and independent projects, etc. are provided to challenge them.

Team-teaching is a technique being used at 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels whereby regular and special education teachers instruct in the same classroom. This allows for more inclusion and support for children of all abilities. Classroom supports include on-line textbooks, leveled books, audio books, and educational websites.

Lastly, at the high school level, all or most students take English or English Literature and Composition. Teachers at the high school use many different methods to help students with reading and language arts. Students read a variety of genres and compose written assignments of increasing length and complexity. Non-fiction reading during English classes enables students to practice comprehension strategies for other content areas besides reading. The District adopted the Pearson Prentice Hall Literature series for Language

Arts for grades 6-12. This provides continuity in the curriculum and helps students transition from middle to high school.

Teachers also use a differentiated curriculum which helps them modify their lessons. Lower level texts are provided for some students who struggle with Reading and Language Arts. Other interventions provided to select students include BOOST, Literacy Skills class, and Y.E.S. tutoring. In addition, an Extended Learning Time allows students to be assisted by faculty from a variety of content areas and helps those performing poorly.

Professional development opportunities focused on literacy and review of curricular materials are provided to teachers districtwide on a regular basis.

**EXTRA/CO-CURRICULAR ACTIVITIES**

Extra/Co-curricular activities are school sanctioned groups or events, not offered for credit or a grade, designed to broaden, develop, and enhance the school experience in the areas of academics, athletics, and music. Data are reported for grades 6 through 12. The Participation Rate is the average percentage of participants across the entire district. It should be noted that many students are involved in more than one activity and are counted more than once. Consequently, totals may be greater than 100%.

District	Academic Offerings	Academic Participation Rate%	Athletic Offerings	Athletic Participation Rate%	Music Offerings	Music Participation Rate%
Seymour	44	33.7%	39	38.9%	8	14.6%
Statewide	11,164	35.9	13, 903	45.0%	4,466	19.7%

Participation rates in the SCSD are comparable to the state averages.

**HABITUAL TRUANTS**

A Habitual Truant is any student missing part or all of 5 of 10 days in a row or any 10 days in a semester. The Habitual Truant rate is the number of truant students (counted on the third Friday in September) divided by the enrollment of the district.

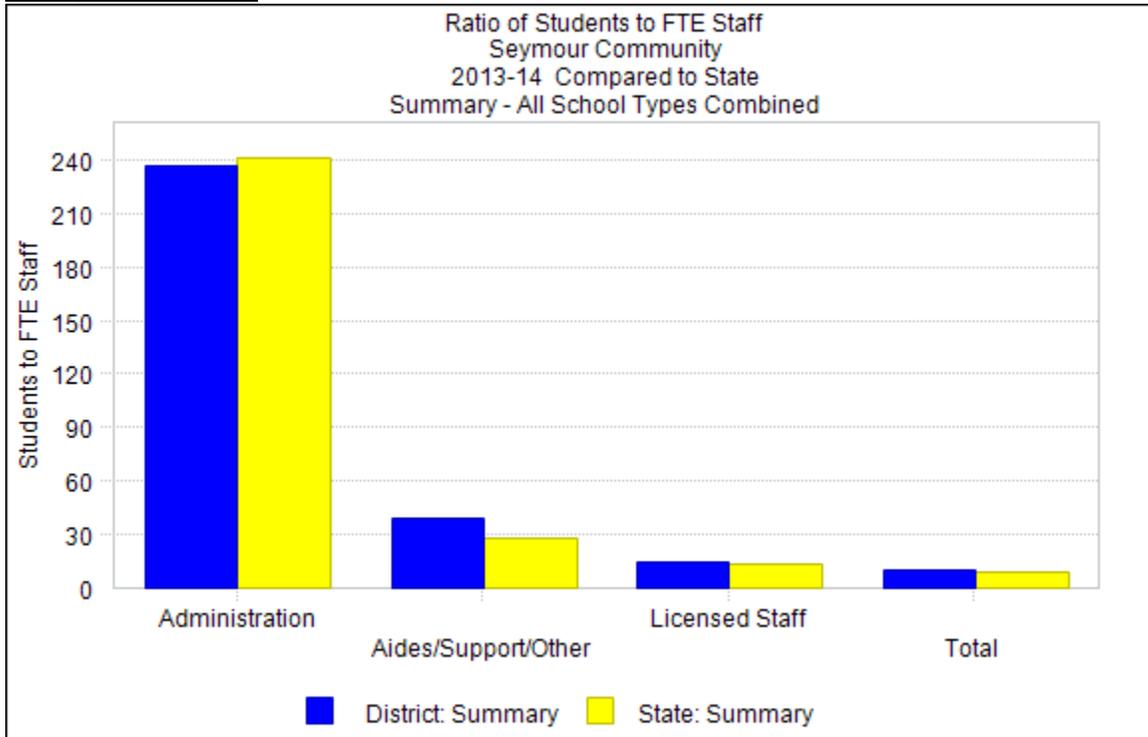
District	Habitual Truant Rate (%)
Seymour Total	1.3%

Seymour’s habitual truancy rate continues to be low as compared to the state rate of 9.9%.

**HIGH SCHOOL GRADUATION REQUIREMENTS FOR SEYMOUR SCHOOLS**

Subject	Required Credits
English	4
Social Studies	3
Math	2
Science	2
Physical Education	1.5
Elective Classes	9.5
Health	0.5

**PUPIL/STAFF RATIOS**



The graph above shows that the Seymour Community School District had slightly higher ratios of staff to students than the state averages in most areas.

**SCHOOL-SPONSORED COMMUNITY ACTIVITIES**

These activities are school-sponsored or supervised events that emphasize service to and involvement with the community. Data are reported for grades 9 through 12. As can be seen below, SCSD’s voluntary participation rate is greater than the state average.

**School-Sponsored Community Activities**

Area	Type	Total Fall Enrollment Grades 9-12	Offerings	Pupils Participating	Participation Rate
Seymour	Required	697	0	0	0.0%
Statewide	Required	263,862	1341	26,493	10.0%
Seymour	Voluntary	697	38	332	47.6%
Statewide	Voluntary	263,862	7609	84,741	32.1%

## **WI STUDENT ASSESSMENT SYSTEM**

The Wisconsin Student Assessment System (WSAS) examinations are comprised of a battery of achievement tests. Starting in the fall of 2005, the Wisconsin Knowledge and Concepts Examination (WKCE) began being administered to 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students in addition to the continued assessment of 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders. As you'll be able to see, the 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students take the reading and mathematics portions of this assessment. The data gathered for a school or district can be compared to students in other Wisconsin districts. Data in the table on the next page shows the percentage of students in the Advanced and Proficient range of skill mastery in each particular content area. The goal of a district is to have the majority of students (80%) at the Advanced and Proficient range and a minimal number of students at the Minimal and Basic Levels. You will see further explanation of these levels below.

*Advanced: Distinguished achievement. In-depth knowledge and skills tested.*

*Proficient: Competent in the important academic knowledge and skills tested.*

*Basic: Somewhat competent in the academic knowledge and skills tested.*

*Minimal Performance: Limited Achievement in the academic knowledge and skills tested.*

Results indicate that our 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students' proficiency levels are higher than or comparable to the state proficiency levels. Please see the table and graphs on the next pages for more information.

**Wisconsin Student Assessment System Results**  
**November 2013**  
**Percentage of Students Scoring Proficient and Advanced**

<b>Reading</b>	<b>Seymour</b>	<b>State</b>
3 <sup>rd</sup> grade	34.8%	34.6%
4 <sup>th</sup> grade	34.0%	36.3%
5 <sup>th</sup> grade	34.3%	33.7%
6 <sup>th</sup> grade	33.6%	37.1%
7 <sup>th</sup> grade	39.6%	39.6%
8 <sup>th</sup> grade	28.4%	33.9%
10 <sup>th</sup> grade	39.5%	42.3%

<b>Language Arts</b>	<b>Seymour</b>	<b>State</b>
4 <sup>th</sup> grade	71.7%	76.1%
8 <sup>th</sup> grade	63.4%	63.3%
10 <sup>th</sup> grade	70.7%	70.8%

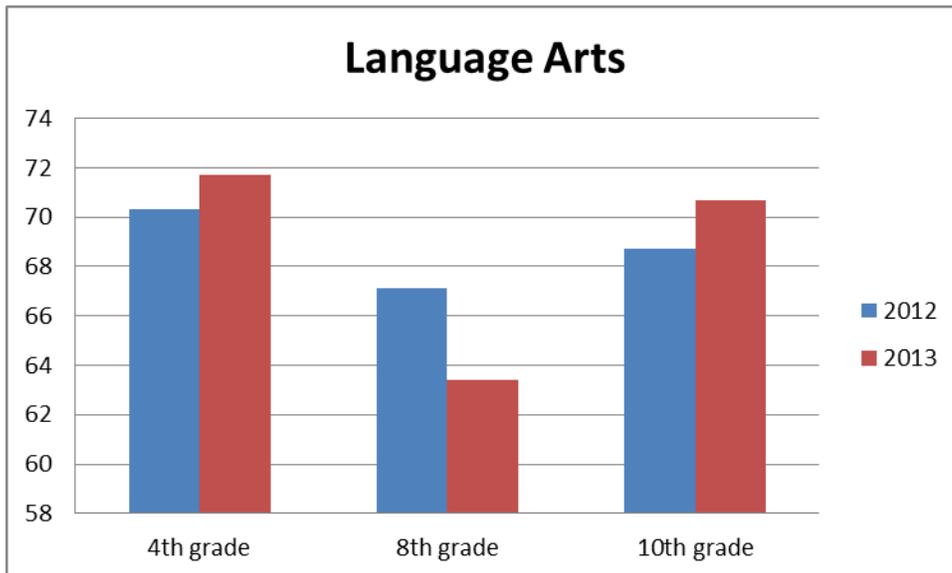
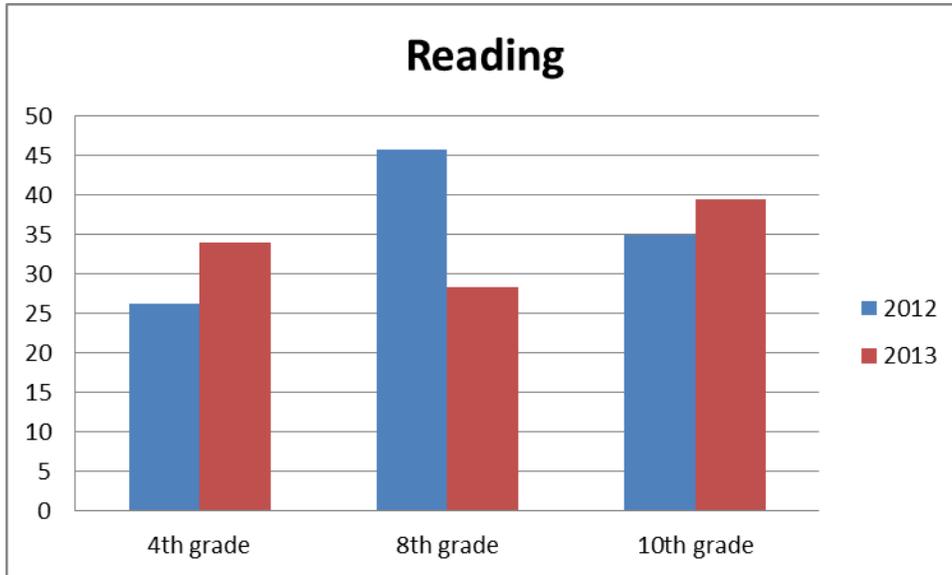
<b>Mathematics</b>	<b>Seymour</b>	<b>State</b>
3 <sup>rd</sup>	46.7%	50.2%
4 <sup>th</sup>	54.0%	52.0%
5 <sup>th</sup>	54.9%	50.8%
6 <sup>th</sup>	52.1%	47.2%
7 <sup>th</sup>	58.0%	48.2%
8 <sup>th</sup>	43.2%	46.3%
10 <sup>th</sup>	55.1%	45.5%

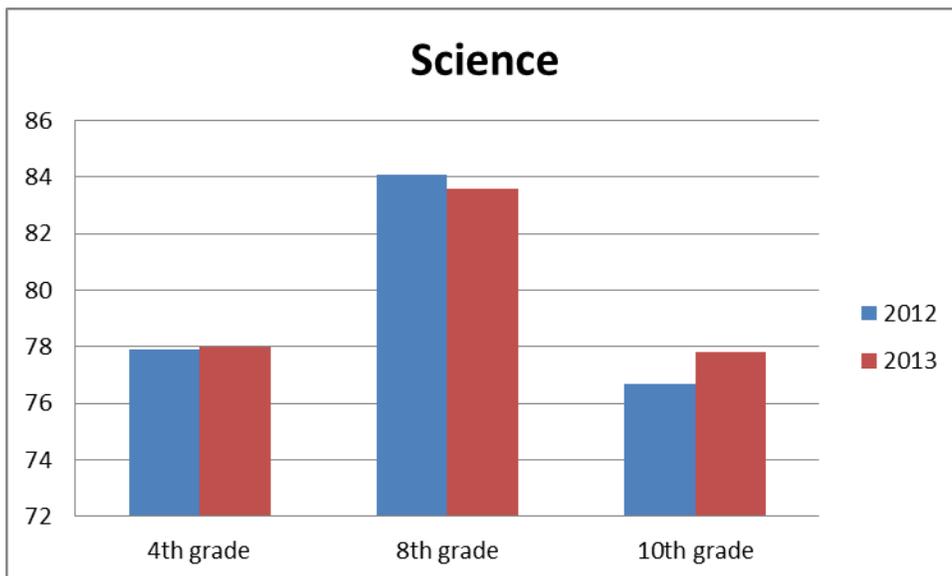
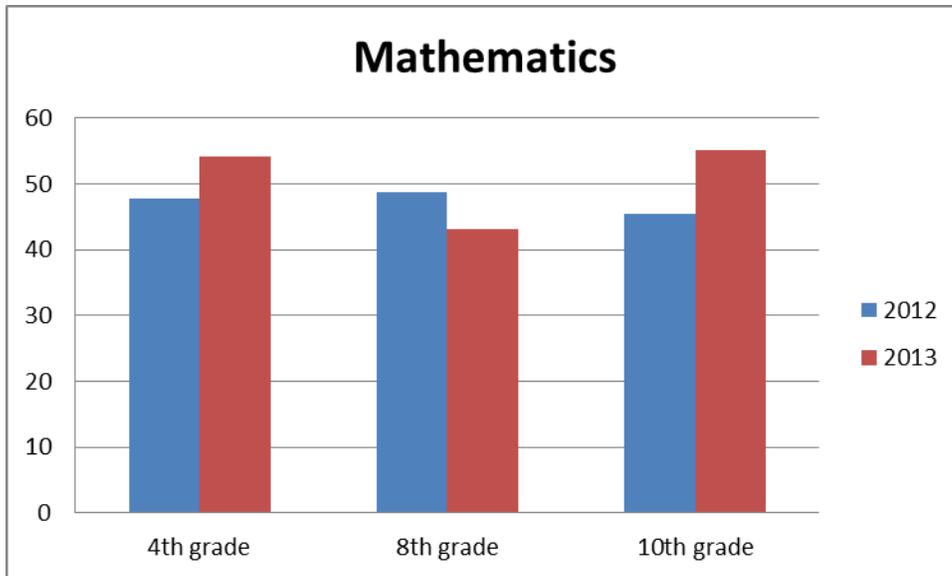
<b>Science</b>	<b>Seymour</b>	<b>State</b>
4 <sup>th</sup> grade	78.0%	76.1%
8 <sup>th</sup> grade	83.6%	80.3%
10 <sup>th</sup> grade	77.8%	73.2%

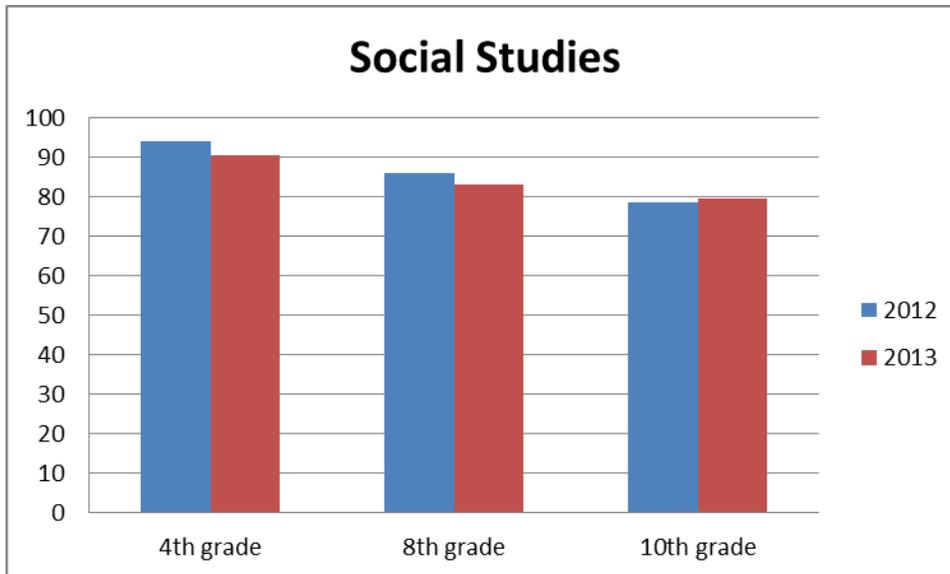
<b>Social Studies</b>	<b>Seymour</b>	<b>State</b>
4 <sup>th</sup> grade	90.6%	91.8%
8 <sup>th</sup> grade	83.1%	80.3%
10 <sup>th</sup> grade	79.6%	76.5%

**Wisconsin Student Assessment System Examination Results\***  
2013-2014

\*Graphs show the percentage of students who were advanced and proficient in each subject area. Proficiency levels were changed in 2012, so previous years' data is not comparable to these scores and is not included for that reason.







Listed below are areas for which DPI has not released information for the 2013-2014 school year. This information will be shared with the community when it becomes available:

- DISTRICT ATTENDANCE
- DISTRICT COST AND REVENUES
- DROPOUT RATE
- EXPULSION RATE
- HIGH SCHOOL GRADUATION RATE
- OPEN ENROLLMENT
- OUT-OF-SCHOOL SUSPENSIONS
- POSTGRADUATION INTENTIONS
- RETENTION RATE

