

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



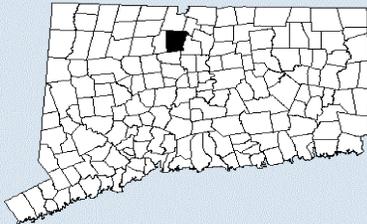
Simsbury School District

Mr. Matthew Curtis, Superintendent • 860-651-3361 • www.simsbury.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	8
Enrollment	4,377
Per Pupil Expenditures ¹	\$14,256
Total Expenditures ¹	\$66,561,235

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,100	48.0	48.3
Male	2,277	52.0	51.6
American Indian	0	0.0	0.2
Asian	250	5.7	4.6
Black or African American	228	5.2	12.9
Hispanic or Latino	223	5.1	21.2
Pacific Islander	*	*	0.0
White	3,615	82.6	58.4
Two or More Races	*	*	2.3
English Language Learners	39	0.9	5.7
Eligible for Free or Reduced-Price Meals	370	8.5	37.3
Students with Disabilities ¹	522	11.9	12.8

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 Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	134	6.5	18	0.8
Male	131	5.8	56	2.4
Black or African American	23	10.1	20	8.5
Hispanic or Latino	21	9.3	8	3.5
White	207	5.8	39	1.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	60	16.9	28	7.0
Students with Disabilities	72	14.2	24	4.0
District	265	6.1	74	1.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 33

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.

District Profile and Performance Report for School Year 2013-14

Simsbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	285.8
Paraprofessional Instructional Assistants	37.5
Special Education	
Teachers and Instructors	37.3
Paraprofessional Instructional Assistants	72.7
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	23.6
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.9
Instructional Specialists Who Support Teachers	19.2
Counselors, Social Workers and School Psychologists	24.3
School Nurses	10.2
Other Staff Providing Non-Instructional Services/Support	180.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	6	1.4	1.0
Black or African American	3	0.7	3.5
Hispanic	2	0.5	3.6
Native American	0	0	0.1
White	403	97.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino	*	*	*	*
White	125	38.9	194	57.2
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	6	25.0
Students with Disabilities	*	*	*	*
District	138	36.5	222	56.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	59	61.5
Emotional Disturbance	12	48.0
Intellectual Disability	*	*
Learning Disability	146	76.0
Other Health Impairment	95	77.9
Other Disabilities	*	*
Speech/Language Impairment	50	92.6
District	371	71.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	101	2.3	1.4
Emotional Disturbance	25	0.6	1.0
Intellectual Disability	16	0.4	0.4
Learning Disability	192	4.3	4.2
Other Health Impairment	124	2.8	2.5
Other Disabilities	20	0.5	1.0
Speech/Language Impairment	58	1.3	1.9
All Disabilities	536	12.1	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	1.4	2.8
Private Schools or Other Settings	58	10.8	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,046,424	8,633	8,769
Instructional Supplies and Equipment	912,213	202	275
Improvement of Instruction and Educational Media Services	4,111,089	909	487
Student Support Services	4,575,149	1,012	965
Administration and Support Services	5,678,844	1,256	1,600
Plant Operation and Maintenance	6,713,961	1,484	1,472
Transportation	2,583,933	566	786
Costs of Students Tuitioned Out	2,197,378	N/A	N/A
Other	742,244	164	178
Total	66,561,235	14,256	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,881,034	858	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,752,240	38.5	35.6
Noncertified Personnel	2,646,105	21.4	14.5
Purchased Services	332,617	2.7	5.0
Tuition to Other Schools	2,149,426	17.4	21.4
Special Ed. Transportation	837,949	6.8	8.5
Other Expenditures	1,625,490	13.2	14.9
Total Expenditures	12,343,827	100.0	100.0
PK-12 Expenditures Used for Special Education		18.5	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.4	86.3
State	11.5	11.5
Federal	1.9	2.0
Tuition & Other	0.2	0.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

Simsbury School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	79.2	81.8	83.7	78.0	.	.	.	.
Hispanic or Latino	89.2	87.3	88.0	85.5	.	.	.	.
English Language Learners	75.9	73.1	71.6	76.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	81.8	79.1	82.1	79.6	.	.	.	.
Students with Disabilities	75.1	74.9	72.5	73.3	.	.	.	.
High Needs	78.4	77.7	76.6	77.1	.	.	.	.
District	93.3	93.3	93.5	92.8	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	73.1	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	78.0	81.8	74.8	68.2	.	.	.	.
Students with Disabilities	70.2	70.7	66.7	67.1	.	.	.	.
High Needs	74.0	76.1	72.1	70.4	.	.	.	.
District	92.6	93.1	91.9	90.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.3	79.5	91.0	95.0	1,321	85.2
Curl Up	90.9	89.0	93.1	87.8	1,321	90.2
Push Up	77.5	84.1	87.7	87.5	1,321	84.3
Mile Run/PACER	74.4	73.8	85.3	88.8	1,321	80.5
All Tests - District	53.8	54.2	73.1	73.8	1,321	63.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	33	87.9	.		.
Students with Disabilities	49	87.8	85.1	Yes	86.0
District	400	97.3	94.0	Yes	94.0
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.4	263	73.1
Male	87.9	278	67.1
Black or African American	81.8	15	34.1
Hispanic or Latino	84.8	*	*
White	91.7	483	73.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	76.3	19	32.2
Students with Disabilities	44.4	8	29.6
District	91.0	541	69.9
State	72.9		37.6

⁵College 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

⁶Participation 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.

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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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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.3	96.0
Male	85.5	92.0
Black or African American	*	*
Hispanic or Latino	*	95.0
White	87.7	94.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	74.3	70.0
Students with Disabilities	79.3	78.4
District	86.8	93.8
State	72.7	88.5

⁷College 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.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2013-14

Simsbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The practice of continuous improvement is an integral part of the culture in Simsbury. Using data to determine needs, identifying goals & strategies to meet those needs, & engaging in a cycle of action & reflection enables us to continuously improve. We are committed to making continuous improvement a guiding force in our ongoing work with students & families. The continuous improvement of teaching & learning is based upon a commitment to clearly defined goals that align with our vision & core beliefs; a system for measuring how well we are meeting those goals; and a commitment to adjusting & refining our practices based on results. All schools have a formal continuous improvement cycle each school year, and each school creates its school improvement plan based on analysis of data & student learning needs. This process relies on the principal working with stakeholders to set the improvement plan for the school. We believe that commitment to and implementation of continuous learning leads to improved instructional practices & student achievement. Our focus is on a limited number of strategic initiatives: all students reading by end of gr. 3; all students performing on grade level in reading, writing & mathematics by end of gr. 6; all students prepared for success in high school, demonstrated by grade level performance in reading, writing & math by end of gr. 8; all students prepared for college & career success at end of gr. 12; all students demonstrating positive social choices at all levels; highly effective teaching in every classroom supported by highly effective leaders; stakeholders expressing satisfaction with the district's efforts related to safety & social emotional wellbeing; engaging stakeholders by communicating improvement efforts & providing opportunities to participate in the improvement process; and transparent & efficient budgeting that supports district goals. The SPED department has conducted professional learning designed to improve programming and outcomes for students. Initiatives include improving teachers' skill in writing student goals & objectives to be databased, measurable, relevant and meaningful for students & parents. The SPED teachers are part of the regular education teams, working on the same goals to support the inclusion model so students with disabilities are receiving instruction in the classroom with limited pullout services. Simsbury enjoys a strong partnership with its parent community and our home-school collaboration is a cornerstone for the success of our learners. All our schools engage parents in their improvement process through representation on school committees (Leadership Teams, PTOs) allowing multiple opportunities for feedback; because we believe that partnerships with parents are essential to our success. Regular means of communication include weekly electronic messages from our principals and through our district listserv. Although our district attendance rate is very high and truancy is not a problem area, we identify students who have these issues and engage in dialogue with their families, identifying supports to improve their attendance rate. School district plans, as well as annual results and outcomes, are available on our website at www.simsbury.k12.ct.us.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Simsbury is committed to nurturing the understanding of various racial, ethnic, and economic groups in our society. Equity and respect among students is promoted through the teaching & learning experiences of the academic program, including extracurricular & athletic programs. We have a smaller minority population, thus our principals provide learning opportunities for students toward reducing racial, ethnic, and economic isolation, so they are prepared to learn, work and live as responsible, productive members of a diverse global world. We have been committed to the Open Choice Program since its inception, with 141 Hartford students attending our schools. A district Choice Coordinator works with students, parents, teachers, and administrators to support a positive and seamless integration. In Simsbury there are a range of programs that highlight our commitment including, but not limited to: inclusion of rich literature & picture books related to various cultures, races and traditions; well-developed Character Education Programs; school-wide PTO sponsored Cultural Enrichment programs focused on diversity; grades 1 & 4 participate in a Community Farm project with students and teachers from Hartford; SEED program extends the school day for local and Choice students; the K-12 SS curriculum integrates themes and activities teaching about diverse cultures and instilling appreciation for diversity; WL (5-12) develops student awareness of the social and cultural values of foreign societies; 7-12 students participate in a sister-school relationship with China via CAS & SDE; gr. 8 students attend a Holocaust survivor presentation; several SHS students attend classes at the Greater Hartford Academy of Math & Science and the Academy of Performing Arts located in Hartford; SHS students participate in the Model UN Club and Mock Trial competitions; and the town of Simsbury supports the ABC program. Simsbury students have opportunities to work with students with disabilities in athletics & the arts. The Multicultural Club, Gay Straight Alliance, & dance step team are active at SHS. In Simsbury, we believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities & perspectives enrich the lives and learning environments for all our students.

District Profile and Performance Report for School Year 2013-14 Simsbury School District

Equitable Allocation of Resources among District Schools

Simsbury engages in a budget development process ensuring equitable allocation of resources among our schools. In support of the district goals, all administrators work collaboratively to develop an annual budget that addresses the needs of each school. The budget process includes: administrators making requests to the superintendent which are then presented to the BOE. Upon review by the BOE the budget is submitted to the town's BOS and BOF, presented at public meetings, and ends with a spring vote. Our practice is to ensure equitable allocation of resources among schools, including consistent guidelines for class size at all levels; however, changes in student enrollment, BOE priorities, unfunded or under-funded federal and state mandates such as IDEA, teacher evaluation, CCSS & SBAC, increased special education needs, higher transportation & energy costs are the main influences on resource allocation. During the budget process several school & community meetings are held by the Superintendent and BOE members to discuss funding needs and to gather feedback. Community input is welcomed through public budget work sessions and through our interactive budget website.