

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Simsbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,307
Per Pupil Expenditures ¹	\$15,234
Total Expenditures ¹	\$68,888,018

¹Expenditure 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

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	2,072	48.1	48.3
Male	2,235	51.9	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	253	5.9	4.7
Black or African American	231	5.4	12.9
Hispanic or Latino	239	5.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	3,515	81.6	57.2
English Language Learners	45	1.0	6.3
Eligible for Free or Reduced-Price Meals	410	9.5	37.6
Students with Disabilities ¹	550	12.8	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 Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	115	5.6	16	0.7
Male	111	5.1	62	2.7
Black or African American	22	9.9	18	7.6
Hispanic or Latino	12	5.2	12	4.9
White	179	5.1	46	1.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	58	14.8	36	8.1
Students with Disabilities	68	13.0	29	4.7
District	226	5.3	78	1.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 29

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 2014-15

Simsbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	274.7
Paraprofessional Instructional Assistants	36.5
Special Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	80.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	23.4
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.9
Instructional Specialists Who Support Teachers	19.0
Counselors, Social Workers and School Psychologists	24.3
School Nurses	10.2
Other Staff Providing Non-Instructional Services/Support	176.3

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.0	1.0
Black or African American	3	0.7	3.5
Hispanic or Latino	2	0.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	396	97.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core 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	7.2	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	18	69.2
Hispanic or Latino	9	*	14	*
White	239	75.2	280	86.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	68.0	31	81.6
Students with Disabilities	22	73.3	22	44.9
District	269	74.3	326	84.9
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	56	60.2
Emotional Disturbance	16	59.3
Intellectual Disability	*	*
Learning Disability	165	83.8
Other Health Impairment	106	80.3
Other Disabilities	*	*
Speech/Language Impairment	43	89.6
District	397	74.9
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Simsbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	100	2.3	1.5
Emotional Disturbance	27	0.6	1.0
Intellectual Disability	19	0.4	0.5
Learning Disability	197	4.5	4.4
Other Health Impairment	134	3.1	2.6
Other Disabilities	23	0.5	1.0
Speech/Language Impairment	62	1.4	1.9
All Disabilities	562	12.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	37	6.6	8.1
Private Schools or Other Settings	43	7.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,201,535	9,252	9,134
Instructional Supplies and Equipment	823,973	190	334
Improvement of Instruction and Educational Media Services	3,983,598	917	498
Student Support Services	4,630,492	1,066	1,001
Administration and Support Services	5,793,092	1,333	1,694
Plant Operation and Maintenance	7,094,781	1,633	1,572
Transportation	2,796,432	634	813
Costs of Students Tuitioned Out	2,846,055	N/A	N/A
Other	718,060	165	186
Total	68,888,018	15,234	15,289

Additional Expenditures

Land, Buildings, and Debt Service	3,420,475	787	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,051,002	35.5	35.1
Noncertified Personnel	2,915,133	20.5	14.2
Purchased Services	577,724	4.1	5.2
Tuition to Other Schools	2,612,903	18.4	22.0
Special Ed. Transportation	975,418	6.9	8.6
Other Expenditures	2,105,984	14.8	14.9
Total Expenditures	14,238,164	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.2	86.5
State	11.0	11.5
Federal	1.8	1.8
Tuition & Other	0.1	0.1

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 2014-15

Simsbury School District

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	0	N/A	0	N/A	0	N/A
Asian	139	85.2	138	81.3	60	71.1
Black or African American	114	65.8	114	54.0	59	54.8
Hispanic or Latino	139	74.7	139	64.3	45	62.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	86.4	22	74.0	6	*
White	1887	81.7	1883	72.8	912	71.7
English Language Learners	38	66.1	38	60.9	10	*
Non-English Language Learners	2263	81.0	2258	72.1	1072	70.6
Eligible for Free or Reduced-Price Meals	195	65.9	194	57.0	95	55.0
Not Eligible for Free or Reduced-Price Meals	2106	82.1	2102	73.2	987	71.9
Students with Disabilities	333	59.1	331	50.0	165	52.6
Students without Disabilities	1968	84.4	1965	75.6	917	73.6
High Needs	490	63.2	488	54.2	239	54.9
Non-High Needs	1811	85.5	1808	76.6	843	74.8
District	2301	80.8	2296	71.9	1082	70.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.3	76.3	84.3	85.5	1,272	81.7
Curl Up	91.0	91.4	94.8	96.7	1,272	93.6
Push Up	82.4	84.3	83.8	88.2	1,272	84.7
Mile Run/PACER	67.0	70.5	80.2	75.7	1,272	73.7
All Tests - District	50.5	51.1	64.0	66.4	1,272	58.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Simsbury School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	21	81.0	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	84.8	.		.
Students with Disabilities	54	70.4	86.0	No	86.8
District	400	94.5	94.0	Yes	94.0
State ⁴		87.0			

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 2013-14 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	90.8	257	73.9
Male	84.9	273	68.6
Black or African American	66.7	*	*
Hispanic or Latino	*	13	41.9
White	89.6	478	74.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	68.3	22	34.9
Students with Disabilities	43.3	8	26.7
District	87.7	530	71.0
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.7	95.2
Male	83.2	94.9
Black or African American	*	*
Hispanic or Latino	*	*
White	87.0	94.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	70.6	84.6
Students with Disabilities	82.1	89.6
District	86.8	95.0
State	72.6	88.8

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 2014-15

Simsbury School District

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	80.8	75	100.0	100	100.0	67.9
	High Needs Students	63.2	75	84.2	100	84.2	56.7
Math Performance Index	All Students	71.9	75	95.8	100	95.8	59.3
	High Needs Students	54.2	75	72.3	100	72.3	47.8
Science Performance Index	All Students	70.4	75	93.9	100	93.9	56.5
	High Needs Students	54.9	75	73.2	100	73.2	45.9
Chronic Absenteeism	All Students	5.3%	<=5%	49.4	50	98.8	10.6%
	High Needs Students	12.0%	<=5%	35.9	50	71.8	17.3%
Preparation for CCR	% Taking Courses	79.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	71.0%	75%	47.4	50	94.7	37.3%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		94.5%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.9%	94%	97.8	100	97.8	77.6%
Postsecondary Entrance (Class of 2014)		86.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.2% 58.3%	75%	38.9	50	77.8	87.6% 51.0%
Arts Access		50.0%	60%	41.6	50	83.3	45.7%
Accountability Index				1130.3	1250	90.4	

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?					Y
ELA Performance Index Gap	75.0	63.2	11.8	17.3	
Math Performance Index Gap	75.0	54.2	20.8	19.6	
Science Performance Index Gap	74.8	54.9	20.0	17.2	
Graduation Rate Gap	94.0%	91.9%	2.1%	15.2%	N

¹If 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.

²If 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	98.8
	High Needs Students	97.3
Math	All Students	98.7
	High Needs Students	96.9
Science	All Students	99.4
	High Needs Students	98.0

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: 60.7 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

Simsbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Simsbury's continuous improvement planning process is created to give a framework and provide direction for the work of improving our schools throughout the year. The goals and benchmarks set forth in our Continuous Improvement Plans have been established following a thorough analysis of state and district student assessment data as well as staff and community input. In addition, the goals are closely aligned with and are in support of the Simsbury Public Schools District Vision and Core Beliefs. All schools have a formal continuous improvement cycle each school year with each school creating its plan based on analysis of data and student learning needs. This process relies on the principal working with stakeholders to set the improvement plan for the school. During the year, teachers work in collaborative teams to assess student achievement, monitor student progress, and refine instructional practices. Using data to determine needs, identifying goals and strategies to meet those needs, and engaging in a cycle of action and reflection enable us to continuously improve. Professional development will be ongoing throughout the district to further support our improvement indicators. 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 and mathematics by end of gr. 6; all students prepared for success in high school, demonstrated by grade level performance in reading, writing and math by end of gr. 8; all students prepared for college and 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 and social emotional wellbeing; engaging stakeholders by communicating improvement efforts and providing opportunities to participate in the improvement process; and transparent and efficient budgeting that supports district goals. The SPED department conducts professional learning designed to improve programming and outcomes for students: improving teachers' skill in co-teaching and writing/developing student goals and objectives to be measurable, relevant and meaningful. SPED teachers are part of general education teams working to support the inclusion model so students with disabilities are receiving instruction in the classroom with limited pullout services. Our strong partnership with parents and our home-school collaboration is a cornerstone for the success of our learners. Schools engage parents in the improvement process through representation on school committees promoting feedback, because we believe that partnerships with parents are essential to our success. Principals and the district communicate through weekly electronic messages and the district listserv, along with a Community Bulletin Board on our website. 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 families, identifying supports to improve their attendance rate. Each summer, a concluding analysis of our progress toward these goals will be documented in the Annual Report; school plans, as well as annual results and outcomes, are available on our website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The vision of the Simsbury School District is to cultivate the mind, body, and character of each student. We promote equity and respect among students through the teaching & learning experiences of our academic program, including extracurricular and athletic programs. Throughout our schools, the faculty provides learning opportunities for students toward reducing racial, ethnic, and economic isolation, so they can contribute to a global society with integrity, compassion, and resilience. We have been committed to the Open Choice Program since its inception, with 144 Hartford students attending our seven 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 and 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 and 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 and 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 and the arts. The Multicultural Club, Gay Straight Alliance, and dance step team are active at SHS. In Simsbury, we believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities and perspectives enrich the lives and learning environments for all our students.

District Profile and Performance Report for School Year 2014-15

Simsbury School District

Equitable Allocation of Resources among District Schools

The annual budget development process is designed to ensure equitable allocation of resources among our seven schools & various programs provided. Each fall, all administrators work collaboratively to develop an annual budget that addresses the needs of each school in support of the district goals. The budget cycle includes: administrators making requests to the superintendent which are then presented to the BOE. Once approved by the BOE the budget is submitted to the town's BOS & 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, increased special education needs, higher transportation and variable energy costs are main influences on resource allocation. During the budget process several school and 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.