

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



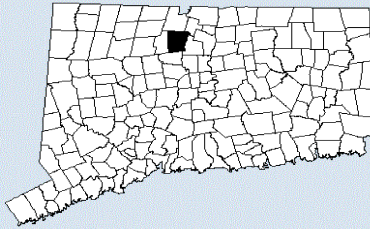
## Simsbury School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,190
Per Pupil Expenditures <sup>1</sup>	\$15,527
Total Expenditures <sup>1</sup>	\$68,801,184

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,023	48.3	48.3
Male	2,167	51.7	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	267	6.4	4.9
Black or African American	223	5.3	12.8
Hispanic or Latino	270	6.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.7
White	3,341	79.7	55.9
English Learners	53	1.3	6.4
Eligible for Free or Reduced-Price Meals	397	9.5	38.0
Students with Disabilities <sup>1</sup>	540	12.9	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	106	5.3	20	1.0
Male	91	4.2	72	3.3
Black or African American	21	9.9	25	11.4
Hispanic or Latino	12	4.5	7	2.6
White	149	4.5	56	1.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	42	11.7	32	7.8
Students with Disabilities	67	12.4	24	3.9
District	197	4.7	92	2.2
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: 20**

**Number of school-based arrests: 0**

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Simsbury School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	270.7
Paraprofessional Instructional Assistants	35.2
<b>Special Education</b>	
Teachers and Instructors	41.3
Paraprofessional Instructional Assistants	85.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	21.8
<b>Library/Media</b>	
Specialists (Certified)	7.8
Support Staff	5.9
Instructional Specialists Who Support Teachers	18.2
Counselors, Social Workers and School Psychologists	24.5
School Nurses	10.2
Other Staff Providing Non-Instructional Services/Support	180.8

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

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.0	1.0
Black or African American	3	0.8	3.5
Hispanic or Latino	1	0.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	393	98.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	14	70.0	*	*
Hispanic or Latino	*	*	13	*
White	230	72.3	285	83.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	55.0	23	88.5
Students with Disabilities	24	44.4	23	36.5
District	268	71.8	324	82.7
State		61.2		73.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	53	57.6
Emotional Disturbance	11	44.0
Intellectual Disability	*	*
Learning Disability	160	84.2
Other Health Impairment	118	83.1
Other Disabilities	*	*
Speech/Language Impairment	38	86.4
District	388	73.1
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Simsbury School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	94	2.2	1.6
Emotional Disturbance	25	0.6	1.0
Intellectual Disability	27	0.6	0.5
Learning Disability	190	4.5	4.6
Other Health Impairment	142	3.3	2.8
Other Disabilities	22	0.5	1.0
Speech/Language Impairment	49	1.2	1.9
All Disabilities	549	12.9	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,569,080	9,262	9,387
Instructional Supplies and Equipment	925,253	217	318
Improvement of Instruction and Educational Media Services	3,900,417	913	541
Student Support Services	5,028,114	1,177	1,048
Administration and Support Services	5,919,193	1,386	1,790
Plant Operation and Maintenance	7,217,177	1,689	1,608
Transportation	2,808,444	651	845
Costs of Students Tuitioned Out	2,674,759	N/A	N/A
Other	758,747	178	194
<b>Total</b>	<b>68,801,184</b>	<b>15,527</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	3,468,501	812	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,178,865	35.8	35.1
Noncertified Personnel	3,089,054	21.3	14.5
Purchased Services	692,050	4.8	5.5
Tuition to Other Schools	2,395,008	16.6	21.6
Special Ed. Transportation	1,234,426	8.5	8.3
Other Expenditures	1,879,597	13.0	15.0
<b>Total Expenditures</b>	<b>14,469,000</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.5	86.9
State	11.0	11.4
Federal	1.5	1.5
Tuition & Other	0.1	0.1

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

# District Profile and Performance Report for School Year 2015-16

## 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	147	86.0	147	82.3	68	76.7
Black or African American	128	65.4	126	54.2	48	62.0
Hispanic or Latino	144	75.0	143	66.3	63	65.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	14	*
White	1809	81.3	1800	74.5	781	71.3
English Learners	29	61.1	29	55.4	9	*
Non-English Learners	2245	80.5	2232	73.5	965	71.1
Eligible for Free or Reduced-Price Meals	222	67.1	215	57.7	83	61.9
Not Eligible for Free or Reduced-Price Meals	2052	81.7	2046	74.9	891	71.7
Students with Disabilities	325	60.2	323	53.2	138	53.3
Students without Disabilities	1949	83.7	1938	76.6	836	73.8
High Needs	499	64.5	491	56.8	203	57.2
Non-High Needs	1775	84.7	1770	77.9	771	74.5
District	2274	80.3	2261	73.3	974	70.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.3	81.0	91.5	95.6	1,232	85.7
Curl Up	83.1	86.8	69.4	77.1	1,232	79.0
Push Up	76.6	81.3	79.7	88.6	1,232	81.3
Mile Run/PACER	77.3	79.8	87.4	88.2	1,232	83.1
All Tests - District	49.2	58.9	57.1	65.7	1,232	57.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Simsbury School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	26	92.3	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	48	91.7	.		.
Students with Disabilities	54	77.8	86.8	No	87.7
District	382	95.3	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	272	74.3
Male	94.7	285	71.4
Black or African American	93.5	*	*
Hispanic or Latino	*	16	59.3
White	95.3	494	75.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	17	37.0
Students with Disabilities	70.5	17	38.6
District	94.9	557	72.8
State	95.6		40.7

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

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

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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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.2	97.0
Male	86.5	95.1
Black or African American	70.8	*
Hispanic or Latino	*	*
White	90.3	96.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	76.2
Students with Disabilities	71.1	89.7
District	86.8	96.0
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Simsbury School District

### Next Generation Accountability Results

These statistics are the 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	80.3	75	50.0	50	100.0	67.7
	High Needs Students	64.5	75	43.0	50	86.0	56.7
Math Performance Index	All Students	73.3	75	48.9	50	97.7	61.4
	High Needs Students	56.8	75	37.9	50	75.7	49.9
Science Performance Index	All Students	70.9	75	47.3	50	94.5	57.5
	High Needs Students	57.2	75	38.1	50	76.3	47.0
ELA Academic Growth	All Students	74.0%	100%	74.0	100	74.0	63.8%
	High Needs Students	65.9%	100%	65.9	100	65.9	58.3%
Math Academic Growth	All Students	73.8%	100%	73.8	100	73.8	65.0%
	High Needs Students	59.3%	100%	59.3	100	59.3	57.4%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.3%	<=5%	37.3	50	74.7	15.6%
Preparation for CCR	% Taking Courses	77.4%	75%	50.0	50	100.0	67.6%
	% Passing Exams	72.8%	75%	48.5	50	97.1	40.7%
On-track to High School Graduation	99.0%	94%	50.0	50	100.0	85.1%	
4-year Graduation All Students (2015 Cohort)	95.3%	94%	100.0	100	100.0	87.2%	
6-year Graduation - High Needs Students (2013 Cohort)	88.9%	94%	94.6	100	94.6	78.6%	
Postsecondary Entrance (Class of 2015)	86.8%	75%	100.0	100	100.0	71.9%	
Physical Fitness (estimated part rate) and (fitness rate)	92.4%   57.5%	75%	38.4	50	76.7	89.2%   50.5%	
Arts Access	45.5%	60%	37.9	50	75.8	47.5%	
<b>Accountability Index</b>			<b>1144.9</b>	<b>1350</b>	<b>84.8</b>		

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	64.5	10.5	16.5	
Math Performance Index Gap	75.0	56.8	18.2	18.9	
Science Performance Index Gap	74.5	57.2	17.3	17.2	
Graduation Rate Gap	94.0%	88.9%	5.1%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.5
	High Needs Students	98.7
Math	All Students	99.4
	High Needs Students	98.4
Science	All Students	99.1
	High Needs Students	97.6

<sup>3</sup>Minimum participation standard is 95%.

### 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: 65.5**

**State: 51.4**

#### 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 2015-16

## Simsbury School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

We achieve our goals for teaching and learning through continuous improvement planning, a cycle that never ends. This cycle drives changes but also results in confirmation that we are on the right path and should stay the course. Each fall we look at the areas identified for improvement during the previous cycle, assess how much we have progressed in those areas, and then take that data and synthesize it into a District Annual Report. The goals and benchmarks are aligned with and support the Simsbury Public Schools District Vision and Core Beliefs and have been established through an analysis of state-district student assessment data including staff and community input. Our schools have an improvement cycle each school year where a plan is created based on analysis of data and student learning needs which relies on the principal working with stakeholders to set the plan for the school. Teachers work in collaborative teams to assess student achievement, monitor student progress, and refine instructional practices. They use data to determine needs, identify goals and strategies to meet those needs, and engage in a cycle of action and reflection that enable us to continuously improve. Professional development (PD) is ongoing throughout the district over the course of the year to further support our improvement indicators. Our 5-year focus is on a limited number of strategic initiatives: reading by end of gr. 3; performing on grade level in reading-writing-math by end of gr. 6; prepared for success in high school, demonstrated by grade level performance in reading-writing-math by end of gr. 8; prepared for college and career success at end of gr. 12; 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 PD designed to improve programming and outcomes for students: improving teachers' skill in co-teaching and writing and developing student goals and objectives to be measurable and aligned to our core curriculum. 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. We have a 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 and conducting surveys, 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 district 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. Our 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. Our K-12 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 157 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 across the district 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, 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. Students have opportunities to work with disabled peers 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 2015-16 Simsbury School District

## **Equitable Allocation of Resources among District Schools**

Our annual budget process is designed to ensure equitable allocation of resources among our seven schools & various programs. 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, including a local TV taping to discuss funding needs and gather feedback. Community input is welcomed through public budget work sessions and through our interactive budget website.