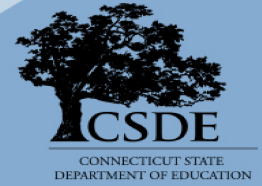


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



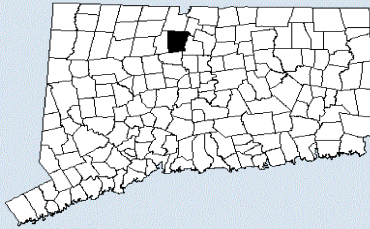
Simsbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,161
Per Pupil Expenditures ¹	\$16,174
Total Expenditures ¹	\$70,035,318

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#) (2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.
 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,003	48.1	48.4
Male	2,158	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	271	6.5	5.1
Black or African American	241	5.8	12.9
Hispanic or Latino	287	6.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	108	2.6	2.9
White	3,251	78.1	54.8
English Learners	64	1.5	6.8
Eligible for Free or Reduced-Price Meals	397	9.5	35.9
Students with Disabilities ¹	560	13.5	14.3

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	113	5.7	27	1.3
Male	106	5.0	67	3.1
Black or African American	35	15.2	35	14.6
Hispanic or Latino	19	6.6	6	2.1
White	144	4.5	46	1.4
English Learners	6	9.0	0	0.0
Eligible for Free or Reduced-Price Meals	62	16.6	38	9.3
Students with Disabilities	72	12.7	31	4.9
District	219	5.3	94	2.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 14

Number of school-based arrests: Fewer than 6

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 2016-17

Simsbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	269.7
Paraprofessional Instructional Assistants	37.0
Special Education	
Teachers and Instructors	43.9
Paraprofessional Instructional Assistants	88.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	24.6
Library/Media	
Specialists (Certified)	7.8
Support Staff	5.9
Instructional Specialists Who Support Teachers	19.5
Counselors, Social Workers and School Psychologists	25.5
School Nurses	10.2
Other Staff Providing Non-Instructional Services/Support	179.3

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.2	1.0
Black or African American	3	0.7	3.6
Hispanic or Latino	2	0.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	397	97.5	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.6

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	*	*	15	68.2
Hispanic or Latino	11	*	*	*
White	203	74.1	280	81.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	66.7	18	72.0
Students with Disabilities	18	43.9	26	32.9
District	249	74.6	321	80.0
State		63.6		77.5

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	59	63.4
Emotional Disturbance	15	55.6
Intellectual Disability	8	28.6
Learning Disability	159	82.4
Other Health Impairment	128	85.3
Other Disabilities	6	*
Speech/Language Impairment	39	95.1
District	414	76.1
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Simsbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	2.4	1.7
Emotional Disturbance	27	0.6	1.0
Intellectual Disability	28	0.7	0.5
Learning Disability	193	4.6	4.9
Other Health Impairment	151	3.6	2.9
Other Disabilities	19	0.5	1.1
Speech/Language Impairment	43	1.0	1.8
All Disabilities	560	13.4	13.9

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	2.3	6.5
Private Schools or Other Settings	64	11.4	8.9

²Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,342,767	9,705	9,663
Instructional Supplies and Equipment	1,271,864	306	321
Improvement of Instruction and Educational Media Services	3,943,592	949	578
Student Support Services	4,916,675	1,183	1,103
Administration and Support Services	6,074,290	1,461	1,861
Plant Operation and Maintenance	7,283,468	1,752	1,637
Transportation	3,093,291	713	877
Costs of Students Tuitioned Out	2,364,010	N/A	N/A
Other	745,361	179	201
Total	70,035,318	16,174	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,655,198	879	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,458,789	36.7	34.6
Noncertified Personnel	3,383,226	22.7	14.6
Purchased Services	740,824	5.0	5.8
Tuition to Other Schools	2,080,739	14.0	21.8
Special Ed. Transportation	1,300,291	8.7	8.5
Other Expenditures	1,910,396	12.8	14.7
Total Expenditures	14,874,265	100.0	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.3	86.9
State	11.2	11.5
Federal	1.4	1.5
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 2016-17

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	146	87.2	146	85.4	61	73.6
Black or African American	132	64.0	132	56.4	56	49.2
Hispanic or Latino	157	75.1	155	67.4	71	63.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	55	79.6	55	72.7	18	*
White	1674	82.1	1665	76.7	781	71.0
English Learners	59	67.8	59	65.0	26	55.3
Non-English Learners	2106	81.1	2095	75.5	961	69.7
Eligible for Free or Reduced-Price Meals	205	66.5	204	60.0	98	56.1
Not Eligible for Free or Reduced-Price Meals	1960	82.3	1950	76.8	889	70.8
Students with Disabilities	262	58.9	257	51.4	143	52.7
Students without Disabilities	1903	83.8	1897	78.5	844	72.2
High Needs	452	64.2	446	57.7	227	55.6
Non-High Needs	1713	85.1	1708	79.8	760	73.5
District	2165	80.8	2154	75.2	987	69.4

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	81.6	87.0	81.8	89.1	1,247	84.8
Curl Up	85.1	89.8	92.3	94.5	1,247	90.5
Push Up	77.0	80.4	86.1	86.6	1,247	82.7
Mile Run/PACER	72.5	81.8	87.7	75.1	1,247	79.2
All Tests - District	49.2	63.5	63.0	64.7	1,247	60.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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 2016-17

Simsbury School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	39	94.9
Students with Disabilities	49	65.3
District	366	95.1
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.5	272	75.8
Male	95.2	287	76.3
Black or African American	94.7	17	44.7
Hispanic or Latino	96.6	21	72.4
White	95.3	476	77.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	29	55.8
Students with Disabilities	72.5	29	24.2
District	95.4	559	76.1
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	93.6	96.7
Male	83.2	93.4
Black or African American	*	*
Hispanic or Latino	*	*
White	89.2	96.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	83.8	85.2
Students with Disabilities	65.1	84.4
District	88.2	95.0
State	72.0	88.5

⁵College 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.

⁶College 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 2016-17

Simsbury School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.8	75	50.0	50	67.1
	High Needs Students	64.2	75	42.8	50	55.9
Math Performance Index	All Students	75.2	75	50.0	50	62.2
	High Needs Students	57.7	75	38.5	50	50.5
Science Performance	All Students	69.4	75	46.2	50	55.3
	High Needs Students	55.6	75	37.1	50	45.2
ELA Academic Growth	All Students	64.6%	100%	64.6	100	55.4%
	High Needs Students	50.7%	100%	50.7	100	49.8%
Math Academic Growth	All Students	74.9%	100%	74.9	100	61.7%
	High Needs Students	62.0%	100%	62.0	100	53.7%
Chronic Absenteeism	All Students	5.3%	<=5%	49.3	50	9.9%
	High Needs Students	12.7%	<=5%	34.7	50	15.8%
Preparation for CCR	% Taking Courses	77.6%	75%	50.0	50	70.7%
	% Passing Exams	76.1%	75%	50.0	50	43.5%
On-track to High School Graduation	98.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)	95.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)	85.1%	94%	90.5	100	90.5	82.0%
Postsecondary Entrance (Class of 2016)	88.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)	95.1% 60.1%	75%	40.1	50	80.2	92.0% 51.6%
Arts Access	50.3%	60%	42.0	50	83.9	50.5%
Accountability Index			1123.4	1350	83.2	

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	64.2	10.8	16.7	
Math Performance Index Gap	75.0	57.7	17.3	18.7	
Science Performance Index Gap	73.5	55.6	17.9	16.6	
Graduation Rate Gap	94.0%	85.1%	8.9%	12.0%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.1
	High Needs Students	96.7
Math	All Students	98.8
	High Needs Students	95.6
Science	All Students	99.2
	High Needs Students	98.3

³Minimum 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: 62.9

State: 50.2

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 2016-17

Simsbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our commitment to excellence continues to be driven by our District Vision: "The Simsbury Public Schools cultivate the mind, body, & character of each student. We engage students with a meaningful & rigorous academic foundation so that they can contribute to a global society with integrity, compassion, & resilience." We achieve our goals for teaching & learning through a continuous improvement process to improve outcomes for students. The major components of this cycle include: aligning goals to the district-school vision, gathering data, analyzing the data, planning the work of the school to align with the vision, implementing the strategies & action steps outlined in the plan, and gathering data to measure the impact on student learning. Each school creates a plan based on analysis of data & 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 & strategies to meet those needs, and engage in a cycle of action & 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 & 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 & 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 special education department follows the same continuous improvement cycle in order to reduce the achievement gap of our most needy learners. PD is designed to improve programming and outcomes for students: improving teachers' skill in co-teaching and writing & developing student goals & objectives to be measurable & 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 & 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 & conducting surveys, because we believe that partnerships with parents are essential to our success. Principals & the district communicate through weekly electronic messages & the district listserv, along with a Community Bulletin Board on our district website. In ensuring effective student attendance in our schools, we identify students who have these issues & engage in dialogue with families, identifying preventative measures & supports to improve their attendance rate.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Simsbury Public Schools vision is to cultivate the mind, body, and character of each student. We strongly believe that our teaching and learning experiences within our academic program must continually promote equity and respect among our student body. Our teachers provide learning opportunities for students toward reducing racial, ethnic, and economic isolation, so they can contribute to a global society with integrity, compassion, and resilience. Simsbury has been committed to the Open Choice Program since its inception, with close to 4% of our student body made up of Hartford students attending our seven schools. Our district Choice Coordinator works with students, parents, teachers, and administrators to support a positive and seamless integration. A range of programs that highlight our commitment include, but are not limited to: inclusion of rich literature and picture books across the district related to various cultures, races and traditions; well-developed school Character Education Programs; 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, instilling appreciation for diversity; WL (5-12) develops student awareness of the social and cultural values of foreign societies; gr. 7-12 students participate in a sister-school relationship with China; gr. 8 students attend a Holocaust survivor presentation; SHS students participate in the Model UN Club and Mock Trial competitions; and the town of Simsbury supports the ABC (A Better Chance) program, founded in 1963, which provides students of color with the chance to attend college-prep private schools and public schools across the country. 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 2016-17

Simsbury School District

Equitable Allocation of Resources among District Schools

Each year our administrators work collaboratively to develop an annual budget that addresses the needs of each school in support of the district goals. The annual 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 annual budget process is designed to ensure equitable allocation of resources among our seven schools & various programs 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.