

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



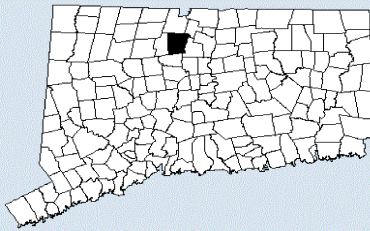
## Simsbury School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,098
Per Pupil Expenditures <sup>1</sup>	\$16,725
Total Expenditures <sup>1</sup>	\$71,766,643

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,979	48.3	48.4
Male	2,119	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	268	6.5	5.1
Black or African American	240	5.9	12.8
Hispanic or Latino	327	8.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	131	3.2	3.3
White	3,129	76.4	53.6
English Learners	61	1.5	7.2
Eligible for Free or Reduced-Price Meals	393	9.6	36.7
Students with Disabilities <sup>1</sup>	579	14.1	14.8

<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	103	5.2	16	0.8
Male	104	5.0	65	3.1
Black or African American	25	11.2	24	10.1
Hispanic or Latino	30	9.1	*	*
White	139	4.5	46	1.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	45	10.8	28	6.1
Students with Disabilities	72	12.9	25	3.8
District	207	5.1	81	2.0
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 11**

**Number of school-based arrests: 7**

<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 2017-18

## Simsbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	267.0
Paraprofessional Instructional Assistants	35.6
<b>Special Education</b>	
Teachers and Instructors	42.9
Paraprofessional Instructional Assistants	85.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	24.8
<b>Library/Media</b>	
Specialists (Certified)	7.8
Support Staff	2.9
Instructional Specialists Who Support Teachers	19.3
Counselors, Social Workers and School Psychologists	24.5
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	171.5

#### 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	1.1
Black or African American	2	0.5	3.7
Hispanic or Latino	2	0.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	392	97.8	91.0

<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.

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	19	82.6	17	*
White	241	81.1	258	83.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	27	75.0	24	85.7
Students with Disabilities	26	53.1	34	44.2
District	296	82.2	314	83.5
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	67	71.3
Emotional Disturbance	14	51.9
Intellectual Disability	*	*
Learning Disability	154	83.7
Other Health Impairment	140	87.5
Other Disabilities	*	*
Speech/Language Impairment	40	93.0
District	425	78.4
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Simsbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	95	2.3	1.8
Emotional Disturbance	27	0.7	1.1
Intellectual Disability	19	0.5	0.5
Learning Disability	184	4.5	5.2
Other Health Impairment	163	4.0	3.1
Other Disabilities	29	0.7	1.1
Speech/Language Impairment	52	1.3	1.8
All Disabilities	569	13.8	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	19	3.3	8.3
Private Schools or Other Settings	49	8.6	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,031,645	9,906	9,847
Instructional Supplies and Equipment	1,072,864	259	287
Improvement of Instruction and Educational Media Services	3,987,359	963	589
Student Support Services	5,278,383	1,274	1,120
Administration and Support Services	6,236,778	1,506	1,905
Plant Operation and Maintenance	7,103,360	1,715	1,648
Transportation	3,562,394	839	904
Costs of Students Tuitioned Out	2,714,234	N/A	N/A
Other	779,626	188	208
<b>Total</b>	<b>71,766,643</b>	<b>16,725</b>	<b>16,535</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	2,878,039	695	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,882,283	36.3	33.8
Noncertified Personnel	3,516,112	21.7	14.5
Purchased Services	606,110	3.7	5.5
Tuition to Other Schools	2,433,189	15.0	23.4
Special Ed. Transportation	1,515,078	9.4	8.7
Other Expenditures	2,237,992	13.8	14.1
<b>Total Expenditures</b>	<b>16,190,764</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.2	86.8
State	11.1	11.5
Federal	1.5	1.6
Tuition & Other	0.2	0.2

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	146	88.8	145	86.5
Black or African American	125	65.7	124	54.9
Hispanic or Latino	154	76.1	152	66.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	63	82.7	63	73.6
White	1662	82.8	1660	75.5
English Learners	44	68.1	43	61.8
Non-English Learners	2107	82.0	2102	74.6
Eligible for Free or Reduced-Price Meals	220	67.6	220	59.0
Not Eligible for Free or Reduced-Price Meals	1931	83.3	1925	76.1
Students with Disabilities	277	61.8	273	50.7
Students without Disabilities	1874	84.6	1872	77.8
High Needs	460	66.4	455	57.0
Non-High Needs	1691	85.8	1690	79.1
District	2151	81.7	2145	74.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	81.9	75.0	76.4	92.4	1,202	81.7
Curl Up	84.4	91.8	90.6	85.5	1,202	88.1
Push Up	72.6	79.5	76.4	81.6	1,202	77.7
Mile Run/PACER	78.5	84.2	76.7	78.2	1,202	79.4
All Tests - District	51.9	61.0	49.5	64.4	1,202	56.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Simsbury School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	21	95.2
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42	78.6
Students with Disabilities	78	66.7
District	384	93.0
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	277	79.4
Male	95.6	288	74.4
Black or African American	97.1	15	44.1
Hispanic or Latino	97.6	29	69.0
White	95.4	475	78.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	38	59.4
Students with Disabilities	74.6	30	23.8
District	95.7	565	76.8
State	96.3		44.8

<sup>3</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>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	87.6	98.1
Male	84.8	94.9
Black or African American	72.7	*
Hispanic or Latino	*	*
White	87.5	97.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	77.8	83.9
Students with Disabilities	60.3	78.6
District	86.2	96.5
State	70.9	88.3

<sup>5</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>6</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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.7	75	50.0	50	100.0	67.6
	High Needs Students	66.4	75	44.3	50	88.5	57.5
Math Performance Index	All Students	74.4	75	49.6	50	99.2	62.7
	High Needs Students	57.0	75	38.0	50	76.0	52.0
ELA Academic Growth	All Students	72.8%	100%	72.8	100	72.8	60.7%
	High Needs Students	64.1%	100%	64.1	100	64.1	55.6%
Math Academic Growth	All Students	67.3%	100%	67.3	100	67.3	61.9%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.8	50	99.6	10.7%
	High Needs Students	10.9%	<=5%	38.1	50	76.2	16.6%
Preparation for CCR	% Taking Courses	82.9%	75%	50.0	50	100.0	74.8%
	% Passing Exams	76.8%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.0%	94%	98.9	100	98.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		93.5%	94%	99.5	100	99.5	81.8%
Postsecondary Entrance (Class of 2017)		86.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4%   56.9%	75%	37.9	50	75.9	96.6%   50.1%
Arts Access		50.8%	60%	42.3	50	84.7	51.2%
<b>Accountability Index</b>				<b>1060.1</b>	<b>1250</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?						N
ELA Performance Index Gap	75.0	66.4	8.6		15.9	
Math Performance Index Gap	75.0	57.0	18.0		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	93.5%	0.5%		12.7%	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	98.8
	High Needs Students	96.2
Math	All Students	98.6
	High Needs Students	95.5
Science	All Students	98.2
	High Needs Students	92.7

<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: 59      State: 51.5**

#### 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 2017-18

## Simsbury School District

### Narratives

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

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 drive our commitment to excellence. We achieve our goals for teaching & learning through a continuous improvement process to improve outcomes for students. The major components of this cycle for each school include: aligning goals to the district-school vision, gathering data, analyzing the data, planning the work of each school to align with the vision, implementing the strategies & action steps outlined in the plan, and annually 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. Data is used to determine needs, identify goals & strategies to meet those needs, and engage in a cycle of action & reflection that enables 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 cycle in order to reduce the achievement gap of our most needy learners. PD is designed to improve programming and outcomes for students: improving teacher 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. Our 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, we believe that partnerships with parents are essential to our success. We 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, and then identify 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. Our academic program must continually promote equity and respect among our student body, K-12. Teachers provide learning opportunities for students toward reducing racial, ethnic, and economic isolation, in order for them to contribute to a global society with integrity, compassion, and resilience. Simsbury has been committed to the Open Choice Program since its inception, with over 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; 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; high school French students have a partnership in France; gr. 8 students attend a Holocaust survivor presentation; SHS students participate in 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 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 2017-18

## Simsbury School District

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

Annual budgets are developed collaboratively by our administrators and directors to address the needs of each school in support of the district goals. The annual cycle includes: administrators making requests to the superintendent which are then reviewed and presented to the BOE. Once approved 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 annual budget process is designed to ensure equitable allocation of resources among our seven schools and 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.