Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	4,080
Per Pupil Expenditures[1]	$17,117
Total Expenditures[1]	$72,440,753

[1]*Expenditure data reflect the 2017-18 school year.*
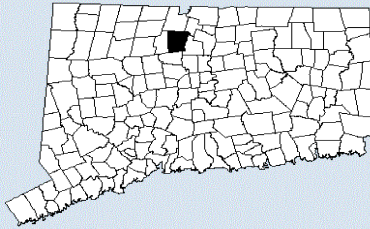
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,968	48.2	48.4
Male	2,112	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	286	7.0	5.2
Black or African American	237	5.8	12.8
Hispanic or Latino of any race	367	9.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	146	3.6	3.6
White	3,041	74.5	52.4
English Learners	67	1.6	7.6
Eligible for Free or Reduced-Price Meals	554	13.6	42.1
Students with Disabilities[3]	586	14.4	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	117	6.0	18	0.9
Male	121	5.8	69	3.2
Black or African American	27	11.9	24	10.0
Hispanic or Latino of any race	39	10.7	16	4.1
White	154	5.1	42	1.4
English Learners	8	11.8	*	*
Eligible for Free or Reduced-Price Meals	67	12.3	38	6.2
Students with Disabilities	76	13.1	27	4.0
District	238	5.9	87	2.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 49

Number of school-based arrests: Fewer than 6

[4]A student is chronically absent if they miss 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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	267.2
Paraprofessional Instructional Assistants	34.7
Special Education	
Teachers and Instructors	41.9
Paraprofessional Instructional Assistants	88.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	24.2
Library/Media	
Specialists (Certified)	6.8
Support Staff	3.9
Instructional Specialists Who Support Teachers	19.3
Counselors, Social Workers and School Psychologists	25.5
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	179.4

[1]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 Count	District Percent of Total (%)	State 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	3.8
Hispanic or Latino of any race	4	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	390	97.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	20	60.6	21	80.8
White	236	83.7	279	86.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	69.7	42	87.5
Students with Disabilities	29	63.0	30	38.5
District	293	80.9	333	85.4
State		74.5		85.2

[2]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[3]

	Count	Rate (%)
Autism	66	71.0
Emotional Disturbance	17	70.8
Intellectual Disability	6	*
Learning Disability	156	89.7
Other Health Impairment	141	83.9
Other Disabilities	6	*
Speech/Language Impairment	42	93.3
District	434	80.5
State		67.6

[3]This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	99	2.4	1.9
Emotional Disturbance	24	0.6	1.1
Intellectual Disability	18	0.4	0.5
Learning Disability	175	4.3	5.5
Other Health Impairment	171	4.2	3.2
Other Disabilities	27	0.7	1.1
Speech/Language Impairment	64	1.6	1.8
All Disabilities	578	14.1	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	19	3.3	8.2
Private Schools or Other Settings	51	8.8	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$45,041,822	$10,643	$10,545
Support services - students	$5,293,635	$1,298	$1,373
Support services - instruction	$4,614,915	$1,131	$644
Support services - general administration	$1,327,672	$325	$462
Support services - school based administration	$3,864,921	$948	$1,007
Central and other support services	$1,498,584	$367	$671
Operation and maintenance of plant	$6,718,769	$1,647	$1,629
Student transportation services	$3,240,273	$877	$1,231
Food services	$8,304	$2	$13
Enterprise operations	$799,263	$196	$157
Minor school construction	$32,596	$8	$65
Total	$72,440,753	$17,117	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$5,620,085	36.4	29.7
Instructional Aide Salaries	$2,982,719	19.3	9.6
Other Salaries	$566,373	3.7	10.4
Employee Benefits	$1,655,681	10.7	13.0
Purchased Services Other Than Transportation	$576,834	3.7	5.5
Special Education Tuition	$2,568,475	16.6	22.6
Supplies	$31,284	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$1,404,513	9.1	8.0
Equipment	$34,557	0.2	0.2
All Other Expenditures	.	.	0.1
Total	$15,440,522	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.3	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	87.0
State	11.2
Federal	1.6
Tuition & Other	0.2

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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	155	87.3	155	85.9	71	89.2
Black or African American	123	66.7	123	57.1	55	62.7
Hispanic or Latino of any race	177	74.8	177	66.7	81	73.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1,545	82.2	1,546	75.8	709	80.6
English Learners	56	69.7	56	65.2	21	66.7
Non-English Learners	2,021	81.2	2,022	74.7	923	79.6
Eligible for Free or Reduced-Price Meals	286	70.2	285	62.0	108	64.0
Not Eligible for Free or Reduced-Price Meals	1,791	82.6	1,793	76.5	836	81.3
Students with Disabilities	277	61.8	277	52.8	123	56.8
Students without Disabilities	1,800	83.8	1,801	77.8	821	82.7
High Needs	521	68.1	521	60.2	218	63.3
Non-High Needs	1,556	85.2	1,557	79.3	726	84.1
District	2,077	80.9	2,078	74.5	944	79.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1]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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.7	80.3	91.8	83.0	1,204	86.0
Curl Up	85.6	86.7	94.5	93.6	1,204	90.1
Push Up	77.3	73.5	87.3	85.3	1,204	80.8
Mile Run/PACER	78.0	77.7	85.6	82.7	1,204	81.0
All Tests - District	56.4	54.7	73.6	62.5	1,204	61.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	20	*
Hispanic or Latino of any race	22	81.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	35	80.0
Students with Disabilities	45	60.0
District	344	94.2
State		88.3

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

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	263	74.7
Male	94.8	277	69.3
Black or African American	96.3	*	*
Hispanic or Latino of any race	94.9	34	57.6
White	95.5	452	74.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.5	37	45.7
Students with Disabilities	75.8	22	17.7
District	95.7	540	71.8
State	95.9		42.6

[3]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

[4]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 percentage.

Sources:

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

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	86.7	92.3
Male	79.8	93.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.8	93.8
English Learners	85.8	*
Eligible for Free or Reduced-Price Meals	72.1	78.6
Students with Disabilities	57.9	81.6
District	83.2	92.8
State	71.0	87.8

[5]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.

[6]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

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	80.9	75	50.0	50	100.0	67.7
	High Needs Students	68.1	75	45.4	50	90.7	58.1
Math Performance Index	All Students	74.5	75	49.7	50	99.3	63.1
	High Needs Students	60.2	75	40.1	50	80.3	52.7
Science Performance Index	All Students	79.3	75	50.0	50	100.0	63.8
	High Needs Students	63.3	75	42.2	50	84.5	54.2
ELA Academic Growth	All Students	69.5%	100%	69.5	100	69.5	59.9%
	High Needs Students	60.8%	100%	60.8	100	60.8	55.1%
Math Academic Growth	All Students	72.0%	100%	72.0	100	72.0	62.5%
	High Needs Students	62.0%	100%	62.0	100	62.0	55.2%
Progress Toward English Proficiency	Literacy	88.0%	100%	44.0	50	88.0	60.0%
	Oral	74.8%	100%	37.4	50	74.8	52.1%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.5	10.4%
	High Needs Students	11.4%	<=5%	37.1	50	74.2	16.1%
Preparation for CCR	% Taking Courses	83.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	71.8%	75%	47.9	50	95.7	42.6%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.2%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.0%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		83.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.9% | 61.7%	75%	41.1	50	82.3	96.4% | 52.9%
Arts Access		52.4%	60%	43.6	50	87.3	51.9%
Accountability Index				**1241.2**	**1450**	**85.6**	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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?					N
ELA Performance Index Gap	75.0	68.1	6.9	15.4	
Math Performance Index Gap	75.0	60.2	14.8	17.6	
Science Performance Index Gap	75.0	63.3	11.7	16.1	
Graduation Rate Gap	94.0%	95.0%	-1.0%	11.1%	N

[1]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.
[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.0
	High Needs Students	96.8
Math	All Students	99.1
	High Needs Students	96.8
Science	All Students	99.2
	High Needs Students	97.0

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 61.4   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

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" drives Simsbury's 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/growth. 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; our K-12 curriculum works to integrate themes and activities teaching about diverse cultures, instilling appreciation for diversity; World Language (5-12) develops student awareness of the social and cultural values of foreign societies; grade 7-12 students participate in a sister-school relationship with China; high school French students have a partnership in France; grade 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 Action Club, Gender-Sexuality Alliance, STORM (Students Together on Racial Matters) and Simsbury Unite! 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.

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 Continuous Improvement Plan. 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 each year. 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.