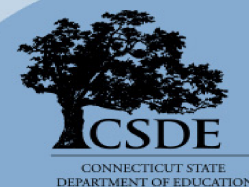


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



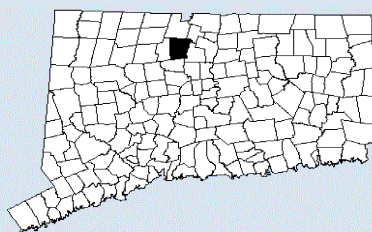
Simsbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,125
Per Pupil Expenditures ¹	\$19,472
Total Expenditures ¹	\$82,075,391

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,119	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	270	6.5	5.2
Black or African American	235	5.7	12.5
Hispanic or Latino of any race	461	11.2	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	218	5.3	4.5
White	2,938	71.2	47.5
English Learners/Multilingual Learners	80	1.9	9.7
Eligible for Free or Reduced-Price Meals	643	15.6	42.4
Students with Disabilities ³	700	17.0	17.1

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	256	12.9	19	0.9
Male	*	*	99	4.6
Non-Binary	*	*	0	*
Black or African American	42	18.2	25	10.1
Hispanic or Latino of any race	89	19.4	30	6.4
White	325	11.2	49	1.6
English Learners/Multilingual Learners	22	25.3	*	*
Eligible for Free or Reduced-Price Meals	163	26.5	51	7.3
Students with Disabilities	148	20.8	50	6.1
District	499	12.2	118	2.8
State		20.0		7

Number of students qualified as truant under state statute: 9

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.

District Profile and Performance Report for School Year 2022-23

Simsbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	275.2
Paraprofessional Instructional Assistants	39.5
Special Education	
Teachers and Instructors	38.6
Paraprofessional Instructional Assistants	83.9
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	24.9
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.9
Instructional Specialists Who Support Teachers	19.4
Counselors, Social Workers and School Psychologists	29.2
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	173.8

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	6	1.5	1.3
Black or African American	8	2.0	4.6
Hispanic or Latino of any race	5	1.2	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	389	95.3	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	13.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	17	*	12	*
Hispanic or Latino of any race	26	83.9	35	97.2
White	207	87.3	224	94.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	90.0	35	94.6
Students with Disabilities	47	70.1	49	79.0
District	282	87.0	303	95.6
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	65	68.4
Emotional Disability	16	55.2
Intellectual Disability	7	30.4
Learning Disability	213	93.8
Other Health Impairment	175	90.2
Other Disabilities	19	61.3
Speech/Language Impairment	54	98.2
District	549	83.9
State		68.6

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).

District Profile and Performance Report for School Year 2022-23

Simsbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	102	2.5	2.4
Emotional Disability	29	0.7	1.0
Intellectual Disability	23	0.6	0.6
Learning Disability	228	5.5	6.3
Other Health Impairment	197	4.8	3.4
Other Disabilities	43	1.0	1.1
Speech/Language Impairment	69	1.7	1.9
All Disabilities	691	16.8	16.7

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	2.3	8.1
Private Schools or Other Settings	78	11.3	4.7

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 Expenditures³: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$51,389,736	\$12,192	\$12,671
Support services - students	\$6,434,869	\$1,583	\$1,558
Support services - instruction	\$5,001,477	\$1,230	\$837
Support services - general administration	\$1,403,635	\$345	\$463
Support services - school based administration	\$4,502,920	\$1,108	\$1,133
Central and other support services	\$1,521,020	\$374	\$716
Operation and maintenance of plant	\$7,401,370	\$1,821	\$1,893
Student transportation services	\$3,486,735	\$948	\$1,464
Food services	.	.	\$5
Enterprise operations	\$933,628	\$230	\$186
Total	\$82,075,391	\$19,472	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,262,583	32.5	29.0
Instructional Aide Salaries	\$3,553,414	18.4	10.6
Other Salaries	\$560,237	2.9	10.1
Employee Benefits	\$1,823,582	9.5	13.1
Purchased Services Other Than Transportation	\$1,812,409	9.4	5.9
Special Education Tuition	\$3,679,685	19.1	21.8
Supplies	\$59,890	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,471,274	7.6	8.1
Equipment	\$56,511	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$19,279,585	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	83.0
State	12.3
Federal	2.5
Tuition & Other	2.2

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).

District Profile and Performance Report for School Year 2022-23

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
Asian	146	81.1	146	85.6	60	86.2
Black or African American	*	*	*	*	46	63.1
Hispanic or Latino of any race	246	70.1	246	66.8	91	70.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	126	78.4	126	76.4	53	83.1
White	1,506	78.6	1,503	75.9	683	79.5
English Learners/Multilingual Learners	74	64.8	74	68.2	18	*
Non-English Learners/Non-Multilingual Learners	2,071	77.3	2,068	74.6	915	78.7
Eligible for Free or Reduced-Price Meals	332	64.3	332	61.2	128	67.6
Not Eligible for Free or Reduced-Price Meals	1,813	79.1	1,810	76.8	805	80.2
Students with Disabilities	341	56.9	339	52.2	158	59.3
Students without Disabilities	1,804	80.6	1,803	78.6	775	82.4
High Needs	609	63.0	607	60.4	265	64.8
Non-High Needs	1,536	82.3	1,535	79.9	668	83.9
District	2,145	76.8	2,142	74.4	933	78.5

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at

https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.3	77.5	83.6	81.4	1,232	80.7
Curl Up	85.5	83.5	86.4	93.8	1,226	87.2
Push Up	69.8	71.2	78.0	77.4	1,229	74.1
Mile Run/PACER	69.8	62.2	71.1	57.2	1,224	65.2
All Tests - District	45.8	46.0	52.2	44.8	1,216	47.3
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The 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.

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

District Profile and Performance Report for School Year 2022-23

Simsbury School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	28	89.3
White	269	97.8
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	65	93.8
Students with Disabilities	54	79.6
District	347	96.8
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	93.9	203	59.4
Non-Binary	*	*	*
Black or African American	90.0	6	20.0
Hispanic or Latino	94.0	36	53.7
White	95.3	304	64.3
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	33	42.9
Students with Disabilities	77.5	15	11.6
District	95.3	394	61.5
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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.

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

Copyright © 2023 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.3	94.5
Male	70.9	94.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	51.9	*
White	81.5	96.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.1	86.1
Students with Disabilities	51.9	67.7
District	78.8	94.4
State	66.1	87.7

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

District Profile and Performance Report for School Year 2022-23

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	76.8	75	50.0	50	100.0	63.9
	High Needs Students	63.0	75	42.0	50	84.1	54.1
Math Performance Index	All Students	74.4	75	49.6	50	99.2	59.7
	High Needs Students	60.4	75	40.3	50	80.6	48.9
Science Performance Index	All Students	78.5	75	50.0	50	100.0	61.6
	High Needs Students	64.8	75	43.2	50	86.4	51.1
ELA Academic Growth	All Students	64.4%	100%	64.4	100	64.4	57.2%
	High Needs Students	53.9%	100%	53.9	100	53.9	52.5%
Math Academic Growth	All Students	72.7%	100%	72.7	100	72.7	61.8%
	High Needs Students	60.1%	100%	60.1	100	60.1	55.5%
Progress Toward English Proficiency	Literacy	62.3%	100%	31.1	50	62.3	55.3%
	Oral	70.8%	100%	35.4	50	70.8	56.1%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.0	20.0%
	High Needs Students	21.5%	<=5%	17.1	50	34.2	28.5%
Preparation for CCR	% Taking Courses	91.3%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	61.5%	75%	41.0	50	82.0	44.3%
On-track to High School Graduation		92.9%	94%	49.4	50	98.8	82.4%
4-year Graduation All Students (2022 Cohort)		96.8%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		94.8%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		78.8%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		96.6% 47.3%	75%	31.5	50	63.0	93.0% 45.5%
Arts Access		58.3%	60%	48.6	50	97.1	54.5%
Accountability Index				1165.8	1450	80.4	

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	63.0	12.0	16.6	
Math Performance Index Gap	75.0	60.4	14.6	18.0	
Science Performance Index Gap	75.0	64.8	10.2	17.8	
Graduation Rate Gap	94.0%	94.8%	0.0%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	94.7
Math	All Students	98.0
	High Needs Students	94.4
Science	All Students	97.9
	High Needs Students	94.4

³Minimum 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: 59.8 State: 49.6

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2022-23

Simsbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Simsbury Public Schools (SPS) and the Board of Education have adopted a 5-year strategic plan to support the district vision, mission, and Vision of a Graduate. The SPS Strategic Plan (2019-2024) goals focus on student growth and success, compassionate/connected school culture, premier workforce, and sustainable/strategic investments. Aligned with our Simsbury Vision of a Graduate, we provide opportunities for all students, staff, and families to engage in meaningful experiences.

We strive to ensure all students have access to rigorous, dynamic, & relevant learning experiences to ensure the growth & achievement of empathetic, ethical, & resilient community members in an inclusive, responsive, & safe environment. Throughout the year, metrics are examined to measure the impact of student learning/growth. This work is primarily done in teacher collaboration teams (PLCs) to share best practices, assess student achievement, monitor progress, and refine instructional practices accordingly.

SPS leverages the expertise of the district's Teaching and Learning Team to support strategic efforts to ensure student academic success and a positive school climate. The Teaching and Learning Team collaborates with school-based teams to develop continuous improvement cycles. In the continuous improvement cycles, principals and school staff use multiple measures to analyze student performance.

We are committed to equity, ensuring all students can access appropriate support. Special education services are developed based on these continuous improvement efforts designed to meet individualized needs. Based on data analysis, adjustments are made through the Parent and Placement Team (PPT) process. Professional learning is designed for general and special educators to improve programming & outcomes for all students. Specific sessions have included topics of engagement strategies, SEL, restorative practices with students, CT SEDs, implicit bias, self-care, technology, and developing home-school collaboration skills and structures.

We hire, invest in, & retain passionate & exceptional staff who will contribute to a challenging, innovative, & collaborative culture. The assistant superintendents collaborate with the Director of Equity and Access to ensure policies and practices are aligned with the district's core values. The BIPOC (Black Indigenous and People of Color) affinity group provides recommendations that support the retention and recruitment of all staff.

We value our strong partnership with families as a cornerstone for the success of our learners. Schools engage families in the improvement process through representation on various committees and parent-teacher organizations and soliciting input on annual surveys. The middle school has offered a parenting series for any family in Simsbury throughout the year. Our special education family group remains strong, offering quarterly collaborative programs. Family forums were also held by the Director of Equity and Access to garner feedback on increasing the engagement of all families in Simsbury. Using data, social workers and support staff identify student attendance concerns and engage in strategy development with families and community partners to increase school attendance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In Simsbury, an equitable system ensures all community members can reach their full potential. Learning opportunities are provided for students to reduce racial, ethnic, and economic isolation. In alignment with Simsbury's Vision of a Graduate, our curriculum, instruction, and corresponding experiences are structured to develop global citizens who contribute to society with integrity, compassion, & resilience while considering diverse perspectives and cultures. A position directed to oversee these efforts, a Director of Equity & Access, was created and is in its second year. The role was developed to ensure that our schools are safe, engaging, and inclusive communities where every student develops our Vision of a Graduate competencies.

The district Equity Council works to recognize & address the biases & inequities that exist within our school system, examines data, and recommends policies & practices to the Board of Education. We provide opportunities that guarantee access for all students to meet and exceed academic, social, & civic expectations. Efforts include a newly invigorated recruitment committee; the creation of an affinity group for staff of color; devoted time to teach social-emotional learning; enhanced literature across the district related to various cultures, races, and traditions; well-developed character education programs; family-sponsored cultural enrichment programs; mentorship of middle school students by Boule Fraternity; after-school care (SEED); K-12 curriculum reviews to ensure our students experience standards-based opportunities to develop as global citizens; world language opportunities in grades 4-12; choice workshops during the high school's Equity Week.

The Open Choice Liaison works with students, families, and staff to make programmatic improvements. Beyond Open Choice, many efforts highlight our commitment to reducing racial, ethnic, and economic isolation. Open Choice students have access to after-school programs and sports, including the Gertrude Banks Gospel Choir, with students from Hartford and Simsbury. We have a collaborative culture relentlessly focused on the competence and growth of all students, staff, and every leader so that SPS demonstrates academic, cultural, and social-emotional competence.

District Profile and Performance Report for School Year 2022-23

Simsbury School District

Equitable Allocation of Resources among District Schools

Equitable distribution of financial and other critical resources, including high-quality educators, college-preparatory curriculum, and support services, create the foundation necessary for all students to succeed. Preparing students to meet 21st-century expectations relies on the commitment to allocate sufficient finances, skilled staff, and additional resources based on student and school needs. Metrics considered when determining the equitable allocation of resources include projected enrollment numbers, BOE class size guidelines, special education enrollment, student performance measures, and specific school priorities based upon that and other data. Administrators make need-based requests to the superintendent, which are vetted and presented to the BOE. Several BOE meetings are held throughout the budget process to address requested funding areas. Meetings are taped by Simsbury Community TV and broadcasted. Community input is welcomed during this process. Once approved by BOE, the budget is submitted to Simsbury's Boards of Selectmen and Finance, presented at public meetings, and finalized with a spring vote.