

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



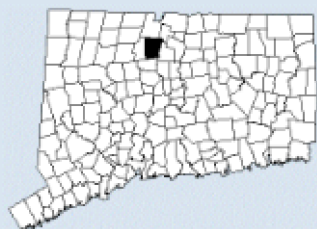
Simsbury School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,127
Per Pupil Expenditures	\$20,807
Total Expenditures	\$89,513,103

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	2,025	49.1	48.4
Male	2,096	50.8	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	259	6.3	5.2
Black or African American	259	6.3	12.4
Hispanic or Latino of any race	463	11.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	230	5.6	4.8
White	2,913	70.6	45.1
English Learners/Multilingual Learners	91	2.2	11.3
Eligible for Free or Reduced-Price Meals	690	16.7	44.8
Students with Disabilities	736	17.8	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	187	9.4	*	*
Male	*	*	112	5.2
Non-Binary	*	*	*	*
Black or African American	34	13.7	16	6.1
Hispanic or Latino of any race	61	13.4	20	4.2
White	238	8.3	88	3.0
English Learners/Multilingual Learners	15	15.8	*	*
Eligible for Free or Reduced-Price Meals	150	21.3	59	7.9
Students with Disabilities	113	16.2	45	5.4
All Students - District	369	9.1	141	3.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 43
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	276.5
General Education Paraprofessionals	41.3
Special Education Teachers and Instructors	48.5
Special Education Paraprofessionals	89.7
District Central Office Administrators	6.0
School Level Administrators	25.8
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	3.9
Instructional Specialists Who Support Teachers	18.8
Counselors, Social Workers and School Psychologists	27.9
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	182.0

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	9	2.2	1.4
Black or African American	8	1.9	4.9
Hispanic or Latino of any race	6	1.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	392	94.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	34	8.3	6.8
Teachers	32	9.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	17	*	26	100.0
Hispanic or Latino of any race	30	88.2	34	91.9
White	199	91.7	235	96.3
English Learners/Multilingual Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	48	92.3	70	98.6
Students with Disabilities	46	85.2	65	84.4
All Students - District	278	92.1	334	96.5
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	76	63.3
Emotional Disability	11	50.0
Intellectual Disability	12	*
Learning Disability	249	95.8
Other Health Impairment	197	93.8
Other Disabilities	20	60.6
Speech/Language Impairment	51	96.2
All Disabilities - District	616	85.9
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	129	3.1	2.9
Emotional Disability	22	0.5	1.1
Intellectual Disability	19	0.5	0.6
Learning Disability	260	6.3	6.5
Other Health Impairment	215	5.2	3.6
Other Disabilities	38	0.9	1.1
Speech/Language Impairment	66	1.6	2.0
All Disabilities	749	18.2	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	27	3.6	8.2
Private Schools or Other Settings	85	11.3	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$57,534,762	\$13,374	\$13,471
Support services - students	\$6,629,819	\$1,605	\$1,826
Support services - instruction	\$4,903,281	\$1,187	\$972
Support services - general administration	\$1,732,042	\$419	\$568
Support services - school based administration	\$5,053,069	\$1,223	\$1,274
Central and other support services	\$1,579,678	\$382	\$761
Operation and maintenance of plant	\$7,377,546	\$1,785	\$2,125
Student transportation services	\$3,650,227	\$966	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,052,679	\$255	\$219
Total	\$89,513,103	\$20,807	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$7,898,005	33.7	26.4
Instructional Aide Salaries	\$3,435,958	14.7	10.1
Other Salaries	\$442,524	1.9	10.5
Employee Benefits	\$2,368,257	10.1	13.3
Purchased Services Other Than Transportation	\$2,429,218	10.4	6.8
Special Education Tuition	\$4,759,595	20.3	22.8
Supplies	\$144,007	0.6	0.6
Property Services	\$19,320	0.1	0.4
Purchased Services For Transportation	\$1,875,373	8.0	8.7
Equipment	\$33,267	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$23,405,525	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	26.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.3
State	13.5
Federal	1.8
Tuition & Other	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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	137	81.9	137	85.7	63	85.3
Black or African American	150	64.8	150	59.7	61	63.4
Hispanic or Latino of any race	263	72.5	262	68.6	108	73.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,543	80.7	1,543	77.4	668	80.1
English Learners/Multilingual Learners	88	65.4	88	66.8	34	64.2
Non-English Learners/Non-Multilingual Learners	2,133	79.2	2,132	76.0	922	79.2
Eligible for Free or Reduced-Price Meals	377	66.6	377	62.5	165	65.4
Not Eligible for Free or Reduced-Price Meals	1,844	81.1	1,843	78.4	791	81.4
Students with Disabilities	373	59.0	372	53.3	157	58.0
Students without Disabilities	1,848	82.7	1,848	80.2	799	82.7
High Needs	685	65.6	684	61.7	293	65.0
Non-High Needs	1,536	84.5	1,536	81.9	663	84.7
All Students - District	2,221	78.7	2,220	75.7	956	78.7

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	88.8	84.6	85.1	90.4	1,231	87.2
Curl Up	91.6	89.2	95.8	96.7	1,235	93.4
Push Up	78.1	75.4	86.7	86.4	1,227	81.8
Mile Run/PACER	80.1	77.3	71.5	82.1	1,107	78.2
All Tests - District	63.6	55.1	63.6	74.8	1,043	64.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	17	*
Hispanic or Latino of any race	30	93.3
White	233	97.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	91.9
Students with Disabilities	72	87.5
All Students - District	317	96.2
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	213	66.4
Male	*	*
Non-Binary	*	*
Black or African American	12	27.9
Hispanic or Latino of any race	37	52.1
White	312	67.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	47	38.2
Students with Disabilities	22	16.8
All Students - District	416	64.2
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	84.0	96.2
Male	73.9	*
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	60.0	96.3
White	83.3	96.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	60.7	94.1
Students with Disabilities	58.0	88.0
All Students - District	78.4	96.2
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.7	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	65.6	75	43.8	50	87.5	54.9
Math Performance Index	All Students	75.7	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	61.7	75	41.1	50	82.2	50.6
Science Performance Index	All Students	78.7	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	65.0	75	43.3	50	86.7	52.1
ELA Academic Growth	All Students	65.1%	100%	65.1	100	65.1	60.6%
ELA Academic Growth	High Needs Students	56.4%	100%	56.4	100	56.4	55.7%
Math Academic Growth	All Students	72.4%	100%	72.4	100	72.4	62.3%
Math Academic Growth	High Needs Students	59.9%	100%	59.9	100	59.9	55.9%
Progress Toward English Proficiency	Literacy	66.7%	100%	33.4	50	66.7	58.7%
Progress Toward English Proficiency	Oral	76.0%	100%	38.0	50	76.0	55.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.6	17.2%
Chronic Absenteeism	High Needs Students	16.7%	<=5%	26.6	50	53.2	24.8%
% Taking CCR Courses	All Students	94.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	64.2%	75%	42.8	50	85.6	47.2%
On-track to High School Graduation	All Students	98.3%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	96.2%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	96.1%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	78.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	64.8%	75%	21.6	50	43.2	49.0%
Arts Access	All Students	53.6%	60%	44.6	50	89.3	55.1%
Accountability Index				1180.8	1450	81.4	

Physical Fitness Estimated Participation Rate - District: 82.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	65.6	9.4	16.9	N
Math Performance Index Gap	75.0	61.7	13.3	18.4	N
Science Performance Index Gap	75.0	65.0	10.0	18.2	N
Graduation Rate Gap	94.0%	96.1%	0.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.2
ELA	High Needs Students	95.9
Math	All Students	98.2
Math	High Needs Students	95.7
Science	All Students	98.7
Science	High Needs Students	96.5

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: 63.6

State: 50.2

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Simsbury Public Schools (SPS) has recently developed its new strategic plan to guide our district towards achieving our mission and Vision of a Graduate. The SPS Strategic Plan 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 individual 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, technology, and developing curricular alignment.

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. We have an Increasing Educator Diversity Plan, and a growing number of Employee Resource Groups (ERG). All staff are welcome to attend any ERG that they believe will add to their sense of belonging in Simsbury Public Schools.

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 high school has sponsored a SAT Night, and parent workshops on teen wellness. The middle school has offered a parenting series for any family in Simsbury throughout the year. Our Director of Pupil Services meets quarterly with parents of students with special needs. Discussions are held with 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 fourth 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 improve culture and climate by examining data, supporting school and district based initiatives, and making recommendations for improvement to the Board of Education. The district provides opportunities for all students to access academic, social, & civic activities. Efforts include a newly invigorated recruitment and retention committee; the expansion of Employee Resource Groups; devoted time to teach social-emotional learning with a K-12 curriculum; enhanced literature across the district related to various cultures, races, and traditions; a district wide Encouraging Words campaign to promote kindness; well developed character education programs; family-sponsored cultural enrichment programs; mentorship of middle school students by Legacy; 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 Diversity, Equity, Inclusion, and Belonging 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.

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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.

District Profile and Performance Report for School Year 2024-25

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	3.6	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	7.1	6.7
Position Eliminated or Expired	2	7.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	3.6	32.0
Retired	14	50.0	23.7
Teach/Admin in Other CT Dist	6	21.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	2	7.1	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	28		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.