

**STRATEGIC SCHOOL PROFILE 2009-10****Simsbury School District**

DIANE D. ULLMAN, Superintendent

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 23,234

1990-2000 Population Growth: 5.5%

Number of Public Schools: 7

Per Capita Income in 2000: \$39,710

Percent of Adults without a High School Diploma in 2000\*: 6.9%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.9%

District Enrollment as % of Estimated. Student Population: 90.4%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      4,865  
5-Year Enrollment Change      -3.8%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	312	6.4	7.7	32.6
K-12 Students Who Are Not Fluent in English	48	1.0	2.1	5.4
Students Identified as Gifted and/or Talented*	144	3.0	6.5	4.1
PK-12 Students Receiving Special Education Services in District	567	11.7	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	252	93.7	90.7	80.5
Homeless	7	0.1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	56	7.2	12.1	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.2
Asian American	256	5.3
Black	205	4.2
Hispanic	165	3.4
White	4,227	86.9
Total Minority	638	13.1

**Percent of Minority Professional Staff:** 2.6%

**Open Choice:**

96 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

4.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 37.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Simsbury Public Schools are committed to fostering the understanding of and respect for diverse beliefs, cultures, backgrounds, abilities, and perspectives in order to enrich the lives and learning environment of our students. This is accomplished by promoting equity and respect among young people through providing learning experiences through our rigorous and varied academic program as well as through extra-curricular activities. Simsbury is a district with a small minority population; therefore, it is important that students engage in educational opportunities to understand and appreciate diversity in the world around them. Our school principals and program leaders have a strong commitment to providing opportunities to students in order to make progress toward reducing racial, ethnic, and economic isolation in our schools. The Simsbury Public Schools has a rich history of participation in the Open Choice Program with over 100 Hartford students attending our seven schools. Various programs that highlight this commitment include, but are not limited to: Host Families Programs that provide community connections to our families from Hartford; elementary school-wide PTO-sponsored Cultural Enrichment programs that focus on diversity; the K-12 social studies curriculum specifically integrates themes and activities which teach about diverse cultures and instill an appreciation for diversity; the elementary and secondary world languages program for students develops student awareness of the social and cultural values of foreign societies; students in the middle school each year participate in the national Mix-It-Up Day focused on breaking down social boundaries/barriers; middle school 7th grade students participated in a BMX assembly focused on The Power of One; SHS students are enrolled in interdistrict programs such as steel pan ensemble, extracurricular ballroom dancing club, Connecticut Forum, and Hartford Stage Productions. Some students also attend classes at the Greater Hartford Academy of Math and Science and the Academy of Performing Arts, two of the magnet schools located at the Trinity Learning Corridor in Hartford. The town of Simsbury supports the ABC program in which eight boys from other urban areas around the country live in a residential experience and attend SHS. Students at our high school participate in the "Hands to Hart" program which allows them to volunteer monthly to work in a Hartford soup kitchen. Across the district, students work side by side with students with disabilities in the Unified Sports competitions. In the Simsbury Public Schools, 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.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.5	57.0	86.5
Writing	73.5	58.3	77.3
Mathematics	85.6	62.4	92.0
Grade 4 Reading	85.5	59.9	96.9
Writing	82.5	63.6	84.4
Mathematics	91.1	67.0	96.9
Grade 5 Reading	85.4	61.8	92.1
Writing	88.0	68.2	92.2
Mathematics	89.1	72.4	83.7
Science	83.4	59.4	86.7
Grade 6 Reading	96.6	74.9	98.8
Writing	88.2	65.9	90.9
Mathematics	93.6	70.7	93.9
Grade 7 Reading	95.2	77.4	91.6
Writing	86.3	61.2	92.9
Mathematics	91.8	68.5	92.9
Grade 8 Reading	92.1	73.3	90.4
Writing	86.4	62.6	89.8
Mathematics	90.9	67.3	93.0
Science	86.9	62.8	87.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	83.0	45.9	97.7
Writing Across the Disciplines	89.0	59.6	94.7
Mathematics	82.0	48.7	96.2
Science	74.0	45.3	90.2

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	69.9	50.7	90.1

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.8	68.5	
Average Score	Mathematics	586	508	94.6
	Critical Reading	582	503	96.1
	Writing	581	506	95.3

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.5	91.3	86.2
2008-09 Annual Dropout Rate for Grade 9 through 12	0.5	3.0	78.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.6	84.5
% Employed (Civilian Employment and in Armed Services)	4.9	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	287.20
Paraprofessional Instructional Assistants	45.52
Special Education	
Teachers and Instructors	39.30
Paraprofessional Instructional Assistants	95.86
Library/Media Specialists and/or Assistants	13.51
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	23.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	15.55
Counselors, Social Workers, and School Psychologists	24.56
School Nurses	13.13
Other Staff Providing Non-Instructional Services and Support	191.73

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.2	13.8
% with Master's Degree or Above	84.0	84.7	77.8

Average Class Size	District	DRG	State
Grade K	20.8	18.4	18.5
Grade 2	19.0	19.6	19.7
Grade 5	22.8	21.8	21.1
Grade 7	21.6	21.7	20.8
High School	20.4	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	991	990	992
Middle School	1,004	1,023	1,018
High School	960	981	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.0	3.3	3.2
Middle School	2.6	2.5	2.5
High School	2.4	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$36,001	\$7,300	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$1,446	\$293	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$3,732	\$757	\$474	\$503	\$459
Student Support Services	\$3,996	\$810	\$863	\$912	\$859
Administration and Support Services	\$5,360	\$1,087	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$6,439	\$1,306	\$1,469	\$1,412	\$1,462
Transportation	\$2,771	\$516	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$1,891	N/A	N/A	N/A	N/A
Other	\$642	\$130	\$163	\$159	\$162
<b>Total</b>	<b>\$62,279</b>	<b>\$12,414</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,478	\$1,111	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,328,732	18.2	19.8	20.7

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	86.5	11.8	1.6	0.1
Excluding School Construction	87.2	11.0	1.7	0.2

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Simsbury Board of Education allocates funds to each of our seven schools as a part of its annual budget development to ensure that the educational needs of each school's student population are met through this process. Each year administrators have the opportunity to request to the Superintendent specific funding for building/program-based needs in areas such as staffing, building improvements, adoption of new programs, or health and safety issues during their budget preparation. Following administrative requests, the annual budget development process proceeds to the Superintendent level which is then presented to the BOE. Upon review and revision by the BOE, the budget is submitted to the town's BOS and BOF to be reviewed at public meetings and voted on each spring. It continues to be the practice of the BOE and CO administrators to ensure equitable allocation of resources among all schools, however, changes in student enrollment, BOE priorities, unfunded or under funded federal and state mandates such as IDEA and NCLB, increased special education needs, higher transportation and energy costs, together with the need to maintain reasonable class sizes are the main influences on resource allocation. Yet, the district plans for improvement and maintenance projects with a focus on achieving parity among schools. A priority focus on technology has resulted in interactive white boards, LCD projectors, and multimedia stations in 1-12 classrooms. Community input is welcomed through public budget work sessions held by the BOE, our interactive budget website, and through community school meetings held by the Superintendent in each building.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	605
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	82	1.7	1.1	1.0
Learning Disability	225	4.6	3.4	3.9
Intellectual Disability	25	0.5	0.3	0.5
Emotional Disturbance	26	0.5	0.5	1.0
Speech Impairment	116	2.4	2.0	2.2
Other Health Impairment*	101	2.1	2.1	2.1
Other Disabilities**	30	0.6	0.7	0.9
<b>Total</b>	<b>605</b>	<b>12.3</b>	<b>10.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	88.5	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.3	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	57.0	31.6	89.4	67.5
	Writing	39.7	19.6	84.4	63.3
	Mathematics	59.6	32.9	90.4	68.1
	Science	46.4	23.7	85.2	61.1
CAPT	Reading Across the Disciplines	36.8	13.8	83.0	45.9
	Writing Across the Disciplines	33.3	16.8	89.0	59.6
	Mathematics	35.1	16.7	82.0	48.7
	Science	32.6	13.0	74.0	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	29.6
	% With Accommodations	70.4
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		7.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	4	0.7
Private Schools or Other Settings	51	8.4

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	466	77.0	77.2	73.4
40.1 to 79.0 Percent of Time	103	17.0	15.8	15.3
0.0 to 40.0 Percent of Time	36	6.0	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Simsbury Public Schools believe that the school community must, through reflection, strive for continuous improvement in order to become a center of educational excellence. We believe in preparing students for a global, interconnected society, which requires facility with relationships, higher order thinking, technology, and languages. Our teachers are experts in instruction and content knowledge and they use curriculum to instill joy and excitement about learning. Collectively we believe that commitment to and implementation of continuous learning leads to improved student performance. Over the past three years we have continued to build collaboration literacy among faculty within and across grade and department structures through Professional Learning Communities (PLCs) districtwide. At the elementary level, grade-level teacher teams, with support from Language Arts and Math consultants, special education teachers, and administrators, collaborated weekly in PLCs to analyze student work to inform their instruction, and strategy groups were formed to instruct students according to need. At the secondary level, content-like teachers used data gathered from formative assessments which are aligned with the school's goals and logically embedded with course curricula as the basis for their collaborative conversations. Collaborative teams meet to analyze student work, review levels of achievement, and identify strengths or weaknesses in student performance and discuss instructional strategies and interventions needed in order to improve student performance. Each year student performance data is used to determine school-wide achievement goals, define professional growth plans for teachers and to inform teaching. Intervention strategies for individual students and professional development activities for staff are focused on areas requiring support. Opportunities for teachers to share "best instructional practices" are provided at both the building and district levels. We continue to carefully analyze student achievement data from the CMT, CAPT, SAT, and AP exams in our continuous improvement cycle. We believe that commitment to and implementation of continuous learning leads to improved student performance. Our schools engage parents in their improvement process through representation on all major school committees, such as Leadership Teams, Parent Teacher Councils, and Parent Teacher Organizations, allowing multiple opportunities for feedback at each meeting. Principals have engaged these advisory teams in various aspects of the school work and utilize these important forums to give updates on school goals throughout the year. We believe that partnerships with parents are essential to our success and we continue to have extremely active parents at each building that support our continuous improvement efforts. To insure students' continued academic success, two programs are provided for students requiring additional help: basic skills tutoring for students in kindergarten through grade 12, and TLC tutoring (Teaching for Literacy Competence) for first grade students who experience difficulty with beginning reading. In addition, as a district we have better defined protocols for pre-referral to special education and we have re-defined our Student Intervention Team process to correspond with SRBI requirements. The balanced literacy reading program for primary grades stresses a comprehensive student assessment component which impacts both teaching and learning. A partnership with Teachers College at Columbia University provides elementary and middle school teachers with on-site, classroom-based professional development. Our special education program follows an inclusive model so that students with disabilities are receiving the majority of their instruction within the regular education classroom. Special education and regular education teachers meet regularly to review and monitor student progress. Our district has developed a Pyramid of Interventions that supports the State's Response to Intervention (RTI), a scientifically research-based intervention (SRBI) initiative. The intent of this effort is to provide a systematic approach to early intervention within the regular education classroom with ongoing use of progress monitoring data in order to reduce inappropriate and unnecessary referrals to special education.

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