Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

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	4,091
Per Pupil Expenditures[1]	$17,338
Total Expenditures[1]	$73,289,262

[1] *Expenditure data reflect the 2018-19 school year.*
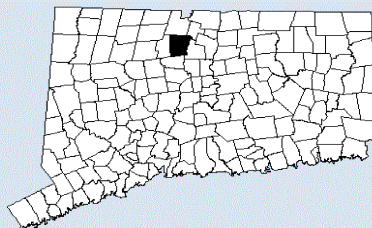
Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,997	48.8	48.4
Male	2,094	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	290	7.1	5.2
Black or African American	239	5.8	12.7
Hispanic or Latino of any race	389	9.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	176	4.3	3.8
White	2,993	73.2	51.1
English Learners	63	1.5	8.3
Eligible for Free or Reduced-Price Meals	603	14.7	43.3
Students with Disabilities[3]	606	14.8	16.0

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

[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	134	6.8	17	0.8
Male	123	6.0	40	1.9
Black or African American	18	7.8	12	4.9
Hispanic or Latino of any race	39	10.2	10	2.5
White	177	6.0	30	1.0
English Learners	6	7.5	*	*
Eligible for Free or Reduced-Price Meals	62	10.6	20	3.3
Students with Disabilities	66	11.2	21	3.1
District	257	6.4	57	1.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 76

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[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	266.8
Paraprofessional Instructional Assistants	34.6
Special Education	
Teachers and Instructors	40.9
Paraprofessional Instructional Assistants	88.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	23.2
Library/Media	
Specialists (Certified)	6.8
Support Staff	3.9
Instructional Specialists Who Support Teachers	20.3
Counselors, Social Workers and School Psychologists	26.5
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	184.0

[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		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.0	1.2
Black or African American	4	1.0	4.0
Hispanic or Latino of any race	5	1.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	384	96.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.4

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	13	*
Hispanic or Latino of any race	22	78.6	25	71.4
White	211	83.1	265	86.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	85.0	34	87.2
Students with Disabilities	23	53.5	40	46.5
District	265	81.0	337	84.9
State		75.8		84.8

[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	62	67.4
Emotional Disturbance	21	75.0
Intellectual Disability	*	*
Learning Disability	174	90.2
Other Health Impairment	151	88.8
Other Disabilities	*	*
Speech/Language Impairment	51	94.4
District	467	81.1
State		67.8

[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		State
	Count	Rate (%)	Rate (%)
Autism	95	2.3	2.0
Emotional Disturbance	28	0.7	1.1
Intellectual Disability	20	0.5	0.5
Learning Disability	193	4.7	5.7
Other Health Impairment	171	4.2	3.3
Other Disabilities	27	0.7	1.1
Speech/Language Impairment	64	1.6	1.8
All Disabilities	598	14.6	15.6

[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		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	20	3.3	8.2
Private Schools or Other Settings	59	9.9	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]: 2018-19

		Per Pupil	
	Total ($)	District ($)	State ($)
Instruction	$45,929,245	$10,866	$10,923
Support services - students	$5,612,112	$1,383	$1,277
Support services - instruction	$4,593,410	$1,132	$682
Support services - general administration	$1,365,775	$336	$467
Support services - school based administration	$3,840,259	$946	$1,021
Central and other support services	$1,565,322	$386	$679
Operation and maintenance of plant	$6,552,121	$1,614	$1,718
Student transportation services	$2,940,029	$801	$1,288
Food services	.	.	$12
Enterprise operations	$847,343	$209	$163
Minor school construction	$43,647	$11	$59
Total	$73,289,262	$17,338	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$5,814,123	34.8	28.5
Instructional Aide Salaries	$3,287,829	19.7	10.1
Other Salaries	$532,181	3.2	11.1
Employee Benefits	$1,887,617	11.3	13.0
Purchased Services Other Than Transportation	$815,497	4.9	5.7
Special Education Tuition	$2,827,111	16.9	22.5
Supplies	$44,294	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$1,401,054	8.4	8.0
Equipment	$97,503	0.6	0.2
All Other Expenditures	.	.	0.1
Total	$16,707,210	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.8	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	86.0
State	12.1
Federal	1.7
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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	25	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63	87.3
Students with Disabilities	77	74.0
District	371	94.1
State		88.5

[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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	90.4	94.7
Male	83.6	93.5
Black or African American	*	*
Hispanic or Latino of any race	78.3	*
White	88.3	94.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	77.2	78.1
Students with Disabilities	58.8	79.4
District	86.7	94.1
State	71.5	87.5

[3] 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.

[4] 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	59.7%	100%	60.4%
	Oral	69.5%	100%	57.6%
Chronic Absenteeism	All Students	6.4%	<=5%	12.2%
	High Needs Students	10.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	83.1%	75%	80.4%
On-track to High School Graduation		96.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		86.7%	75%	71.5%
Arts Access		54.5%	60%	51.8%

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]
Graduation Rate Gap	94.0%	86.7%	7.3%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

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

Narratives

School District Improvement Plans and Parental Outreach Activities

The SPS Strategic Plan focuses on Student Growth and Success; Compassionate/Connected School Culture; Premier Workforce; and Sustainable/Strategic Investments. We plan to: engage all students in rigorous, dynamic, & relevant learning experiences, aligned to the VoG to ensure student growth & achievement; engage our students & adults in an inclusive, responsive, & safe environment that fosters the development of empathetic, ethical, & resilient community members; hire, invest in, & retain passionate & exceptional staff who will contribute to a challenging, innovative, & collaborative culture; and identify & advocate for the needs of our school communities to support the success & growth of all students by being fiscal responsibility. Our continuous improvement cycle-school aligns goals to the district-school vision, uses data, analyzes data, plans school alignment with the vision, implements the strategies & action steps outlined in the plan, and annually gathers data to measure the impact on student learning/growth. Schools create a plan based on analysis of data & student learning needs that relies on the principal working with stakeholders to set the plan. Teachers work in PLCs 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 continuous improvement. Professional learning is ongoing over the course of the year to further support our improvement indicators. We limit the number of strategic initiatives to: 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. SPED follows the cycle in order to reduce the achievement gap of our most needy learners. PD is designed to improve programming & outcomes for students: improving teacher skill in co-teaching and writing & developing measurable student goals & objectives, aligned to the core curriculum. SPED teachers are part of general education teams, working to support the inclusion model so students with disabilities are receiving instruction with limited pullout services. Our strong partnership with families is a cornerstone for the success of our learners. Schools engage families in the improvement process through representation on school committees gathering feedback & conducting surveys-a partnership with families is essential to our success. We communicate through weekly electronic messages & the district listserv, along with a Community Bulletin Board on our district website. To ensure effective student attendance in our schools, students are identified who have issues, engage in dialogue with families, and identify preventative measures & supports to improve their attendance rate.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In Simsbury, an equitable system ensures that all members of our community can reach their full potential-equity is the dismantling of racism and all forms of marginalization that impede growth and harm our community. Academically we promote equity and respect among our student body, K-12. Learning opportunities are provided for students toward reducing racial, ethnic, and economic isolation, in order for them to contribute to a global society with integrity, compassion, and resilience. We are committed to the Open Choice Program, with over 4% of our student body made up of Hartford students attending our seven schools. The 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 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/activities teaching about diverse cultures, instilling appreciation for diversity; World Language (4-12) 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/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 work with disabled peers in athletics and the arts. The district Equity Council who in the relentless pursuit of equity, works to recognize and address the biases and inequities that exist within our school system, examines data and curriculum, creates policies, and provides frequent training to adults and students, and works to provide opportunities that guarantee access for all students to meet and exceed academic, social, and civic expectations.

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. To prepare students to meet 21st century expectations relies on the commitment to allocate sufficient monies, qualified educators, and necessary resources, so that funds are equitably distributed based on student and school need. Students are taught by high quality educators who provide students access to a range of supportive services that address their health and well-being as well as current curriculum, instructional materials, and technology hardware/software. Administrators make requests to the superintendent for review and presented to the BOE. In the process several school and community meetings are held by the Superintendent and BOE members, including a local TV taping to discuss needs and gather feedback. Community input is welcomed through public budget work sessions and the interactive budget website. Once approved by BOE the budget is submitted to the town's BOS and BOF, presented at public meetings, and ends with a spring vote.