

**STRATEGIC SCHOOL PROFILE 2012-13****Simsbury School District**

Matthew Curtis, Superintendent

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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, 2012      4,516  
 5-Year Enrollment Change      -8.7%

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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	375	8.3	9.9	36.7
K-12 Students Who Are Not Fluent in English	50	1.1	2.0	5.8
Students Identified as Gifted and/or Talented*	71	1.6	7.1	3.8
PK-12 Students Receiving Special Education Services in District	492	10.9	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	236	96.7	91.6	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	88	10.9	10.3	12.7

\*23.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	245	5.4
Black	230	5.1
Hispanic	232	5.1
Pacific Islander	0	0.0
White	3,770	83.5
Two or more races	39	0.9
Total Minority	746	16.5

**Percent of Minority Professional Staff:** 3.1%

**Open Choice:**

135 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:**

4.7% 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 39.

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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 various racial, ethnic, and economic groups in our society and world. Equity and respect among students are promoted through the learning experiences of the academic program as well as the extra-curricular and athletic programs. Since this is a district with a smaller minority population, Simsbury creates environments in which students can understand and appreciate diversity in their lives and in the world around them. Students are being prepared to learn, work & live as responsible, productive members of a diverse global society. Our school leaders have a strong commitment to provide opportunities for students in order to make progress toward reducing racial, ethnic & economic isolation in our schools. These experiences have increased their knowledge of diversity, appreciation of differences, and connections with cultures. Simsbury schools have been committed to the Open Choice Program since its inception and this year we had 126 Hartford students attending our 7 schools. Throughout the district there are a range of programs that highlight this commitment including, but not limited to: inclusion of rich literature and picture books related to various cultures, races and traditions at our elementary schools; Host Families Programs in our elementary schools that provide community connections to our families from Hartford; school-wide PTO/PTC sponsored Cultural Enrichment programs that focus on diversity; 1st & 4th grade participation in a Community Farm project that brought together students and teachers from Hartford; our Simsbury Enrichment & Extended Day program offers the opportunity to extend the school day for local and Choice students; the K-12 social studies curriculum specifically integrates themes and activities which teach about diverse cultures & 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 and high school participate in a sister-school relationship with China through the CAS & SDE; the middle school participated in the Lion's Club Peace Poster contest; all 8th grade students attended a Holocaust survivor presentation at the end of the literary unit; a number of SHS students attend classes at the Greater Hartford Academy of Math & Science and the Academy of Performing Arts, 2 of the magnet schools located at the Trinity Learning Corridor in Hartford; SHS students participate in the Model United Nations club and Mock Trial competitions where they interact with students from a variety of other schools. The town of Simsbury supports the ABC program in which 5 boys from other urban areas around the country live in a residential experience & attend SHS. In addition, students have opportunities to work side by side with students with disabilities in athletics and the arts. The Multicultural Club, Gay Straight Alliance, and a dance "step" team called The Heartbeats are active at SHS. In the Simsbury Public Schools we believe that an understanding of and respect for diverse beliefs, cultures, backgrounds, abilities & perspectives enrich the lives & 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	74.0	56.9	73.8
Writing	80.1	60.0	87.6
Mathematics	81.8	61.4	81.4
Grade 4 Reading	82.7	62.6	86.7
Writing	84.2	63.0	91.8
Mathematics	80.4	65.1	70.9
Grade 5 Reading	87.0	66.9	88.8
Writing	87.1	65.6	93.2
Mathematics	91.0	69.2	92.5
Science	89.0	62.3	94.4
Grade 6 Reading	92.2	73.3	92.2
Writing	91.1	65.1	97.6
Mathematics	86.3	67	79.8
Grade 7 Reading	96.5	78.9	99.4
Writing	87.4	64.9	93.7
Mathematics	89.4	65.4	89.9
Grade 8 Reading	93.7	76.2	90.5
Writing	85.6	67.2	78.0
Mathematics	90.1	65.0	90.6
Science	87.2	60.4	95.0

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	82.7	48.5	97.0
Writing Across the Disciplines	87.8	62.1	90.2
Mathematics	80.1	52.4	90.9
Science	72.8	48.8	82.0

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
	63.8	51.1	78.5

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.2	78.5	
Average Score	Mathematics	573	503	93.2
	Critical Reading	571	499	94.7
	Writing	572	504	93.2

**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, Adjusted Cohort Rate 2012	95.6	84.8	78.7
2011-12 Annual Dropout Rate for Grade 9 through 12	0.3	2.1	70.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.7	82.6
% Employed (Civilian Employment and in Armed Services)	2.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	292.46
Paraprofessional Instructional Assistants	40.96
Special Education	
Teachers and Instructors	37.30
Paraprofessional Instructional Assistants	72.07
Library/Media Specialists and/or Assistants	13.69
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	22.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	25.70
School Nurses	10.21
Other Staff Providing Non-Instructional Services and Support	182.55

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	14.0	14.5	13.9
% with Master's Degree or Above	87.2	87.3	79.8

Average Class Size	District	DRG	State
Grade K	18.8	17.8	18.9
Grade 2	19.8	19.2	19.8
Grade 5	20.4	21.4	21.3
Grade 7	20.8	20.3	20.2
High School	20.0	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	991	973	999
Middle School	1,004	1,026	1,029
High School	986	1,000	1,027

\*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*	1.9	2.6	2.7
Middle School	1.5	1.9	2.1
High School	1.3	2.3	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$39,110	\$8,384	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$1,046	\$224	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$3,597	\$771	\$475	\$553	\$471
Student Support Services	\$4,309	\$924	\$949	\$1,002	\$950
Administration and Support Services	\$5,534	\$1,186	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$6,956	\$1,491	\$1,466	\$1,432	\$1,459
Transportation	\$2,694	\$571	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$2,277	N/A	N/A	N/A	N/A
Other	\$582	\$125	\$170	\$175	\$170
<b>Total</b>	<b>\$66,107</b>	<b>\$13,769</b>	<b>\$14,444</b>	<b>\$14,369</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,247	\$910	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,841,590	17.9	20.9	21.8

**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	86.0	11.9	2.0	0.1
Excluding School Construction	86.6	11.2	2.1	0.1

## 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 budget development process for the Simsbury Public Schools ensures equitable allocation of resources among our seven schools. Building principals and central office administrators work together to develop a budget that addresses the needs of each school that supports the goals of the district continuous improvement plan. The annual budget process begins with administrators making requests to the superintendent, which are 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 Central Office administrators to ensure equitable allocation of resources among all schools, including consistent guidelines for class size at the elementary, middle and high school levels; however, changes in student enrollment, BOE priorities, unfunded or under-funded federal and state mandates such as IDEA, teacher evaluation, CCSS and SBAC, 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. During the budget process, various school and community meetings are held by administrators, and the Superintendent and Board of Education members hold regular community meetings to discuss funding needs and listen to the public feedback. Community input is welcomed through public budget work sessions held by the BOE and through our interactive budget website.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	534
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

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	98	2.1	1.4	1.3
Learning Disability	185	4.0	3.2	4.0
Intellectual Disability	18	0.4	0.3	0.4
Emotional Disturbance	21	0.5	0.6	1.0
Speech Impairment	71	1.5	1.7	2.0
Other Health Impairment*	124	2.7	2.4	2.4
Other Disabilities**	17	0.4	0.7	1.0
<b>Total</b>	<b>534</b>	<b>11.6</b>	<b>10.3</b>	<b>12.1</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 2011-12 with a Standard Diploma	83.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	61.5	34.5	88.0	69.2
	Writing	48.8	19.9	86.1	64.4
	Mathematics	53.2	29.0	86.7	65.5
	Science	51.9	21.3	88.1	61.3
CAPT	Reading Across the Disciplines	53.1	15.7	82.7	48.5
	Writing Across the Disciplines	43.6	16.7	87.8	62.1
	Mathematics	52.9	16.8	80.1	52.4
	Science	42.5	14.6	72.8	48.8

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	27.7
	% With Accommodations	72.3
CAPT	% Without Accommodations	22.4
	% With Accommodations	77.6
% Assessed Using Skills Checklist		7.5

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	9	1.7
Private Schools or Other Settings	48	9.0

### 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	405	75.8	75.7	72.0
40.1 to 79.0 Percent of Time	102	19.1	16.4	16.4
0.0 to 40.0 Percent of Time	27	5.1	7.9	11.6

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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. The continuous improvement of teaching and learning is based upon a commitment to clearly defined goals that align with our vision and core beliefs, a system for measuring how well we are meeting those goals, and a commitment to adjusting and refining our practices based on results. All schools within the district participate in a formal Continuous Improvement Cycle during each school year, and individual schools create their school-based improvement plans based on analysis of data and student learning needs, and this process relies upon the principal working with school teams to set the improvement plan for the school. Collectively we believe that commitment to and implementation of continuous learning leads to improved instructional practices and student achievement. We have expert teachers who have strong content knowledge and deliver effective instruction in our K-12 program. Professional Learning Communities (PLCs) are firmly established districtwide which have cultivated a strong collaborative culture among faculty within and across grade and department structures. Teachers create safe, supportive environments in which children can thrive; they use technology in creative ways to improve student learning; and they constantly seek ways in which to improve their pedagogy through professional learning opportunities. We continue to carefully analyze student achievement data from the CMT, CAPT, SAT, and AP exams in our continuous improvement cycle. To insure students' continued academic success, programs K-12 are provided for students requiring additional support. Most notably, through our Simsbury Reading Intervention Program (SRIP), reading instruction delivered by trained teachers of reading serves identified K-3 students in regular and special education that require intensive reading interventions. The Special Services department has conducted professional development activities designated to improve special education programming and outcomes for students. Initiatives have occurred and continue at all levels relative to improving teachers' skill in writing student goals and objectives so that they are data-based, measurable, relevant and meaningful for students and parents. The special education teachers are part of the classroom teacher teams, working on the same goals, since our special education program follows the inclusion model so that all students with disabilities are receiving instruction in the classroom with limited pull-out for services. Each of our schools finds ways in which to engage parents in its 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; because we believe that partnerships with parents are essential to our success. Though our school-wide and overall district attendance rate is very high and truancy is thankfully not a problem area, we regularly identify students who have attendance issues and engage in dialogue with their families, offering subsequent supports as necessary in order to improve their attendance rate. We continue to have extremely supportive and active parents at each of our buildings that support our continuous improvement efforts. The school improvement process involves annual planning and accountability measures that demonstrate progress toward the goals. School district plans, as well as annual results and outcomes, are available on our website at [www.simsbury.k12.ct.us](http://www.simsbury.k12.ct.us).

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