

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2020-21**



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	4,022
Per Pupil Expenditures ¹	\$17,992
Total Expenditures ¹	\$76,052,161

¹ Expenditure data reflect the 2019-20 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 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, 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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,975	49.1	48.4
Male	2,047	50.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	271	6.7	5.2
Black or African American	247	6.1	12.7
Hispanic or Latino of any race	414	10.3	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	176	4.4	4.0
White	2,911	72.4	49.9
English Learners	65	1.6	8.3
Eligible for Free or Reduced-Price Meals	638	15.9	42.7
Students with Disabilities ³	612	15.2	16.3

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	88	4.5	*	*
Male	92	4.5	*	*
Black or African American	33	14.3	10	4.0
Hispanic or Latino of any race	38	8.7	*	*
White	92	3.2	14	0.5
English Learners	13	18.1	*	*
Eligible for Free or Reduced-Price Meals	87	14.1	13	1.8
Students with Disabilities	78	12.7	13	1.8
District	180	4.5	30	0.7
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 39

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	278.0
Paraprofessional Instructional Assistants	33.5
Special Education	
Teachers and Instructors	39.4
Paraprofessional Instructional Assistants	86.1
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	24.2
Library/Media	
Specialists (Certified)	6.0
Support Staff	3.9
Instructional Specialists Who Support Teachers	15.9
Counselors, Social Workers and School Psychologists	26.5
School Nurses	11.1
Other Staff Providing Non-Instructional Services/Support	183.1

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	1.3
Black or African American	5	1.3	4.1
Hispanic or Latino of any race	5	1.3	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	387	96.5	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.0	7.3

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	*	*	*
Hispanic or Latino of any race	18	64.3	22	71.0
White	201	74.7	236	84.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	30	62.5	34	73.9
Students with Disabilities	23	48.9	27	35.1
District	258	74.8	294	81.2
State		75.9		85.6

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 Peers³

	Count	Rate (%)
Autism	55	65.5
Emotional Disturbance	15	68.2
Intellectual Disability	*	*
Learning Disability	180	90.5
Other Health Impairment	159	91.9
Other Disabilities	*	*
Speech/Language Impairment	51	98.1
District	476	82.4
State		67.9

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	89	2.2	2.1
Emotional Disturbance	22	0.5	1.1
Intellectual Disability	23	0.6	0.5
Learning Disability	199	5.0	5.8
Other Health Impairment	173	4.3	3.3
Other Disabilities	32	0.8	1.2
Speech/Language Impairment	60	1.5	1.9
All Disabilities	598	14.9	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	2.8	8.3
Private Schools or Other Settings	58	9.7	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$48,083,569	\$11,375	\$11,205
Support services - students	\$5,993,624	\$1,475	\$1,346
Support services - instruction	\$4,376,908	\$1,077	\$698
Support services - general administration	\$1,296,383	\$319	\$464
Support services - school based administration	\$3,956,805	\$974	\$1,037
Central and other support services	\$1,678,127	\$413	\$691
Operation and maintenance of plant	\$6,750,896	\$1,661	\$1,692
Student transportation services	\$3,010,565	\$819	\$1,159
Food services	\$108,575	\$27	\$21
Enterprise operations	\$796,710	\$196	\$151
Total	\$76,052,161	\$17,992	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,018,002	34.4	29.6
Instructional Aide Salaries	\$3,366,490	19.2	11.1
Other Salaries	\$540,312	3.1	9.5
Employee Benefits	\$2,010,558	11.5	13.5
Purchased Services Other Than Transportation	\$980,388	5.6	5.4
Special Education Tuition	\$3,355,226	19.2	22.5
Supplies	\$51,500	0.3	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,122,464	6.4	7.2
Equipment	\$51,169	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$17,496,110	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	85.5
State	12.6
Federal	1.8
Tuition & Other	0.1

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., 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	31	93.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49	91.8
Students with Disabilities	68	77.9
District	364	95.6
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	206	62.8
Male	90.2	222	58.6
Black or African American	83.3	6	14.3
Hispanic or Latino	88.1	24	40.7
White	94.2	356	64.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	86.2	28	29.8
Students with Disabilities	70.2	12	9.7
District	93.1	428	60.5
State	85.0		36.0

³College readiness exams and benchmark scores are as follows:

- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	83.1	95.9
Male	78.3	89.0
Black or African American	*	*
Hispanic or Latino of any race	76.7	*
White	80.9	92.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.2	81.0
Students with Disabilities	63.1	80.5
District	80.6	92.3
State	67.4	84.9

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

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator	Index/Rate	Target	State Average Index/Rate	
Chronic Absenteeism	All Students	4.5%	<=5%	19.0%
	High Needs Students	12.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	78.1%	75%	80.6%
	% Passing Exams	60.5%	75%	36.0%
On-track to High School Graduation	96.7%	94%	84.5%	
4-year Graduation All Students (2020 Cohort)	95.6%	94%	88.8%	
6-year Graduation - High Needs Students (2018 Cohort)	87.6%	94%	85.2%	
Postsecondary Entrance (Class of 2020)	80.6%	75%	67.4%	
Arts Access	53.5%	60%	50.7%	

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%	87.6%	6.4%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Simsbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The SPS Strategic Plan (2019-2024) goals focus on: student growth and success, compassionate/connected school culture, premier workforce, and sustainable/strategic investments. Aligned with our Simsbury Vision of a Graduate, we strive to engage all students and staff in rigorous, dynamic, & relevant learning experiences to ensure growth & achievement of empathetic, ethical, & resilient community members in an inclusive, responsive, & safe environment. We hire, invest in, & retain passionate & exceptional staff who will contribute to a challenging, innovative, & collaborative culture. Further, we identify & advocate for the needs of our school communities to support this work while demonstrating fiscal responsibility. Our continuous improvement cycle requires principals and school staff to analyze student learning data and prioritize school specific goals and actions aligned with our strategic plan. 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 assess student achievement, monitor progress, and refine instructional practices accordingly. If students are not meeting academic or social-emotional behavioral expectations, a tiered system of support, beginning in the general education classroom, is implemented. Supports can include, but are not limited to various research-based teaching strategies to address the difficulty, or increased levels of intervention based upon student response to previous implemented strategies. Special education services are developed based upon these continuous improvement efforts and designed to meet the individualized needs of those most impacted based upon our data analysis. Simsbury reviews data relative to identified students' success in meeting goals and objectives outlined in their individualized education plans. Adjustments are made through the Parent and Placement Team (PPT) process, should any be warranted. Professional learning is designed for both general and special educators to improve programming & outcomes for all students. Specific sessions have included topics of equity (identifying & providing students what they need in order to be successful), improving teacher skill in technology, and developing home-school collaboration skills and structures, specifically with those families who chose to participate in distance learning options during the pandemic. Our strong partnership with families is a cornerstone for the success of our learners. Schools engage families in the improvement process through representation on various committees for re-opening, hiring, and parent-teacher collaborative efforts among others. We typically gather parent feedback through annual surveys as well. During this unprecedented time, the Superintendent sent weekly messages to update our families on our COVID data and community response. Our regular communications from schools include weekly electronic updates, along with a Community Bulletin Board on our district website. Finally, we partner with families to ensure effective student attendance in our schools. 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 that all members of our community can reach their full potential. Learning opportunities are provided for students toward reducing racial, ethnic, and economic isolation. In alignment with Simsbury's Vision of the 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. We are a founding member of the Open Choice Program, with over 4% of our Simsbury student body residing in Hartford, attending our seven schools. Our Open Choice Liaison works with students, parents, teachers, and administrators to support a positive and seamless transition. Beyond Open Choice, a wide-range of efforts highlight our commitment to reduce racial, ethnic and economic isolation. They include, but are not limited to: devoted time to teach social-emotional learning; enhanced literature across the district related to various cultures, races and traditions; well-developed character education programs; family-sponsored cultural enrichment programs; after-school care that extends the school day for students; K-12 curriculum reviews to ensure our students experience standards-based opportunities to develop as global citizens; World Language opportunities in grades 4-12; grade 7-12 students participate in school relationships with China and France; grade 8 students attend a Holocaust survivor presentation; SHS students participate in choice workshops during Equity Week; and the town of Simsbury supports the ABC (A Better Chance) program founded in 1963. Further, students work with disabled peers in Unified Arts, Athletics and Wellness within Simsbury and among other school districts. 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 recommends policies and procedures to the Board of Education, inclusive of professional development, based upon their analysis. In doing so, the anticipated outcomes are the provision of opportunities that guarantee access for all students to meet and exceed academic, social, and civic expectations.

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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. 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 boards of selectman and finance, presented at public meetings, and ends with a spring vote.