

STRATEGIC SCHOOL PROFILE 2010-11**Simsbury School District**

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Simsbury,
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.

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%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 4,756
5-Year Enrollment Change -5.9%

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	318	6.7	8.4	34.1
K-12 Students Who Are Not Fluent in English	59	1.2	2.0	5.6
Students Identified as Gifted and/or Talented*	72	1.5	6.4	4.0
PK-12 Students Receiving Special Education Services in District	528	11.1	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	222	91.7	91.3	80.2
Homeless	3	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	76	9.8	12.1	13.2

*0.0 % 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	254	5.3
Black	192	4.0
Hispanic	231	4.9
Pacific Islander	1	0.0
White	4,014	84.4
Two or more races	64	1.3
Total Minority	742	15.6

Percent of Minority Professional Staff: 2.9%

Open Choice:

103 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:

4.8% 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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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. Equity and respect among students are promoted through the learning experiences of the academic program as well as 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 the world around them. Our school leaders have a strong commitment to provide opportunities for students in order to make progress toward reducing racial, ethnic and economic isolation in our schools. These experiences have increased their knowledge of diversity, appreciation of differences and connections with cultures. School staff members help students understand attitudes and positive behaviors that give them the skills to increase cultural competencies and to learn in cross-cultural situations. Our district has been committed to the Open Choice Program since its inception and this year we had 105 Hartford students attending our 7 schools. Throughout the district there are a range of programs that highlight this commitment including, but not limited to: 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; first grade participation in a Community Farm project that brought together students and teachers from neighboring communities; 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 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 participate in a sister-school relationship with China through the CAS and SDE; the middle school participated in the United Nations Peace Day, observing 24 hours of peace throughout the world; some SHS students attend classes at the Greater Hartford Academy of Math and 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 8 boys from other urban areas around the country live in a residential experience and attend SHS. In addition, students have opportunities to work side by side with students with disabilities in athletics and the arts. SHS expanded its Unified Sports competition and held its first performance of the new Unified Theatre program in the spring. 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.

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	81.1	58.4	92.5
Writing	78.8	61.1	80.7
Mathematics	86.9	63.0	92.5
Grade 4 Reading	85.0	62.5	89.0
Writing	82.8	65.5	79.9
Mathematics	86.2	67.0	84.1
Grade 5 Reading	88.9	61.4	97.5
Writing	88.4	66.8	94.5
Mathematics	92.9	72.5	94.5
Science	82.0	59.9	81.0
Grade 6 Reading	93.0	76.0	88.1
Writing	88.5	65.2	97.0
Mathematics	92.0	71.3	89.3
Grade 7 Reading	95.2	77.8	93.0
Writing	86.4	58.9	95.6
Mathematics	91.2	68.4	92.3
Grade 8 Reading	91.8	74.7	86.6
Writing	85.0	64.8	77.1
Mathematics	89.0	66.6	87.3
Science	86.8	63.1	89.8

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.

To see the NCLB Report Card for this school, go to 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	80.7	44.7	94.7
Writing Across the Disciplines	93.7	61.2	100.0
Mathematics	83.0	49.5	94.0
Science	78.4	47.0	96.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	64.0	51.0	76.7

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		90.9	70.6	
Average Score	Mathematics	574	510	92.4
	Critical Reading	575	505	97.7
	Writing	580	510	96.2

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 2010	94.8	81.8	91.6
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.3	84.8
% Employed (Civilian Employment and in Armed Services)	2.5	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	281.23
Paraprofessional Instructional Assistants	44.02
Special Education	
Teachers and Instructors	36.90
Paraprofessional Instructional Assistants	94.13
Library/Media Specialists and/or Assistants	12.32
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	21.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.60
Counselors, Social Workers, and School Psychologists	23.10
School Nurses	10.21
Other Staff Providing Non-Instructional Services and Support	186.56

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	14.4	13.9
% with Master's Degree or Above	88.6	86.1	79.0

Average Class Size	District	DRG	State
Grade K	17.3	17.5	18.4
Grade 2	19.5	19.8	19.9
Grade 5	22.8	22.1	21.2
Grade 7	21.7	21.3	20.6
High School	21.0	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	991	992	992
Middle School	1,009	1,019	1,017
High School	960	987	1,010

*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*	2.6	3.1	3.1
Middle School	2.3	2.3	2.4
High School	2.0	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$37,500	\$7,716	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,446	\$298	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$3,736	\$769	\$477	\$512	\$463
Student Support Services	\$4,416	\$909	\$875	\$936	\$872
Administration and Support Services	\$5,217	\$1,073	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$7,260	\$1,494	\$1,421	\$1,384	\$1,410
Transportation	\$2,772	\$525	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$2,187	N/A	N/A	N/A	N/A
Other	\$667	\$137	\$161	\$162	\$159
Total	\$65,203	\$13,072	\$13,878	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,112	\$846	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$12,468,901	19.1	20.5

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	85.9	9.9	4.0	0.2
Excluding School Construction	86.0	9.6	4.2	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 has a strong commitment to providing comparable district resources within the unique needs of each school. Building level principals and central office administrators work together to develop a budget that addresses the school's needs and also supports the goals of our district continuous improvement plan. 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. During the budget process, administrators, the Superintendent and the 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, 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	569
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

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	88	1.8	1.2	1.1
Learning Disability	214	4.4	3.3	3.9
Intellectual Disability	22	0.5	0.3	0.4
Emotional Disturbance	24	0.5	0.5	1.0
Speech Impairment	100	2.1	1.8	2.2
Other Health Impairment*	96	2.0	2.2	2.1
Other Disabilities**	25	0.5	0.7	0.9
Total	569	11.8	10.0	11.6

*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 2009-10 with a Standard Diploma	91.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	60.0	33.0	89.4	68.6
	Writing	42.9	19.3	85.1	63.7
	Mathematics	60.0	33.4	89.7	68.2
	Science	42.4	21.2	84.5	61.5
CAPT	Reading Across the Disciplines	45.2	14.1	80.7	44.7
	Writing Across the Disciplines	65.7	17.3	93.7	61.2
	Mathematics	40.0	15.8	83.0	49.5
	Science	30.6	13.1	78.4	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	30.8
	% With Accommodations	69.2
CAPT	% Without Accommodations	21.1
	% With Accommodations	79.0
% Assessed Using Skills Checklist		6.7

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	6	1.1
Private Schools or Other Settings	56	9.8

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	440	77.3	78.0	74.1
40.1 to 79.0 Percent of Time	106	18.6	14.9	14.9
0.0 to 40.0 Percent of Time	23	4.0	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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. All schools within the district participate in a formal Continuous Improvement Cycle during each school year which supports the district vision and core beliefs, as well as the BOE 5-Year goals. 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 student performance. Our teachers are experts in instruction and content knowledge and they use curriculum to instill joy and excitement about learning. For the past four years we have cultivated collaboration literacy among faculty within and across grade and department structures through Professional Learning Communities (PLCs) districtwide. We recognize the value inherent in teacher collaboration and believe that when teachers are given opportunities to engage in inquiry about teaching and learning, there is a direct impact on student learning and teaching practices. 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. To insure students' continued academic success, programs K-12 are provided for students requiring additional support. The balanced literacy reading program for primary grades stresses a comprehensive student assessment component which impacts both teaching and learning. 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 and student goals and objectives so that they are data-based, measurable, relevant and meaningful for students and parents. In addition, special education teachers collaborated with their general education colleagues to develop and refine their skills in the instruction of reading and math to the most challenging students. Overall, we believe that commitment to and implementation of continuous learning leads to improved student performance. Each of our schools find 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. We continue to have extremely active parents at each building 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.
