

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Simsbury High School Simsbury School District

860-658-0451 • [www.simsbury.k12.ct.us/page.cfm?p=33](http://www.simsbury.k12.ct.us/page.cfm?p=33)

### School Information

Grade Range **9-12**  
Enrollment **1,423**

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	671	47.2	48.3
Male	752	52.8	51.7
American Indian or Alaska Native	0	0.0	0.0
Asian	82	5.8	6.4
Black or African American	63	4.4	5.3
Hispanic or Latino	62	4.4	6.4
Pacific Islander	0	0.0	*
Two or More Races	10	0.7	*
White	1,206	84.8	79.7
English Language Learners	6	0.4	1.3
Eligible for Free or Reduced-Price Meals	114	8.0	9.5
Students with Disabilities <sup>1</sup>	172	12.1	12.9

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	62	9.3	11	1.7
Male	42	5.7	24	3.2
Black or African American	10	16.4	8	13.1
Hispanic or Latino	*	*	*	*
White	82	6.9	24	2.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	18	18.0	8	6.7
Students with Disabilities	27	16.7	10	5.7
School	104	7.4	35	2.5
District		4.7		2.2

**Number of students in 2014-15 qualified as truant under state statute: 17**

**Number of school-based arrests: 0**

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2015-16

## Simsbury High School

### Simsbury School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	96.4
Paraprofessional Instructional Assistants	6.9
<b>Special Education</b>	
Teachers and Instructors	12.9
Paraprofessional Instructional Assistants	15.6
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	11.1
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	3.4
Counselors, Social Workers and School Psychologists	12.1
School Nurses	2.8
Other Staff Providing Non-Instructional Services/Support	51.1

<sup>1</sup>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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.3	1.0
Black or African American	1	0.7	0.8
Hispanic or Latino	0	0.0	0.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	146	98.0	98.0

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

### Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.5	7.8

## Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	986
Half/Extended Day Kindergarten	N/A

### School Schedule

<b>School Hours for Students</b>	
Start Time	07:32 AM
End Time	02:10 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	14	70.0	*	*
Hispanic or Latino	*	*	13	*
White	226	73.4	285	91.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	55.0	23	88.5
Students with Disabilities	20	45.5	23	82.1
School	264	72.7	324	90.8
District		71.8		82.7

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	20	58.8
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	59	86.8
Other Health Impairment	42	77.8
Other Disabilities	0	0.0
Speech/Language Impairment	N/A	N/A
School	126	73.3
District		73.1

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2015-16

## Simsbury High School

### Simsbury School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	21	74.4	21	79.3	21	79.6
Black or African American	20	58.7	20	52.6	17	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	304	71.8	304	71.8	270	76.9
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	54.0	27	51.3	29	69.5
Not Eligible for Free or Reduced-Price Meals	330	72.6	330	72.7	296	76.8
Students with Disabilities	49	52.6	49	52.8	44	55.5
Students without Disabilities	308	74.1	308	74.0	281	79.4
High Needs	69	54.8	69	55.1	71	61.2
Non-High Needs	288	75.1	288	74.9	254	80.4
School	357	71.2	357	71.1	325	76.2

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	95.6	271	95.6
Curl Up	N/A	N/A	N/A	77.1	271	77.1
Push Up	N/A	N/A	N/A	88.6	271	88.6
Mile Run/PACER	N/A	N/A	N/A	88.2	271	88.2
All Tests - School	N/A	N/A	N/A	65.7	271	65.7
All Tests - District	49.2	58.9	57.1	65.7		57.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2015-16

## Simsbury High School

### Simsbury School District

#### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15			2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target <sup>3</sup> (%)
Black or African American	25	96.0	.	.
Hispanic or Latino	*	*	.	.
English Language Learners	*	*	.	.
Eligible for Free or Reduced-Price Meals	45	95.6	.	.
Students with Disabilities	42	92.9	.	.
School	370	97.6	.	.
District		95.3	94.0	Yes 94.0

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	269	78.0
Male	98.4	283	75.5
Black or African American	96.7	*	*
Hispanic or Latino	100.0	16	61.5
White	98.9	489	78.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	17	37.0
Students with Disabilities	90.5	12	57.1
School	98.9	552	76.7
District	94.9		72.8

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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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#### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	87.2	97.0
Male	86.5	95.1
Black or African American	70.8	*
Hispanic or Latino	*	*
White	90.3	96.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	76.2
Students with Disabilities	71.1	89.7
School	86.8	96.0
District	86.8	96.0

<sup>6</sup>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.

<sup>7</sup>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

# School Profile and Performance Report for School Year 2015-16

## Simsbury High School

### Simsbury School District

#### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	71.2	75	94.9	100	94.9	67.7
	High Needs Students	54.8	75	73.1	100	73.1	56.7
Math Performance Index	All Students	71.1	75	94.8	100	94.8	61.4
	High Needs Students	55.1	75	73.5	100	73.5	49.9
Science Performance Index	All Students	76.2	75	100.0	100	100.0	57.5
	High Needs Students	61.2	75	81.6	100	81.6	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.5	9.6%
	High Needs Students	16.6%	<=5%	26.8	50	53.6	15.6%
Preparation for CCR	% Taking Courses	81.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	76.7%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		99.7%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.6%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		95.8%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		86.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		81.4%   65.7%	75%	21.9	50	43.8	89.2%   50.5%
Arts Access		46.3%	60%	38.6	50	77.2	47.5%
<b>Accountability Index</b>				<b>1100.4</b>	<b>1250</b>	<b>88.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	54.8	20.2	16.6	
Math Performance Index Gap	74.9	55.1	19.8	19.1	
Science Performance Index Gap	75.0	61.2	13.8	17.3	
Graduation Rate Gap	94.0%	95.8%	-1.8%	13.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.4
	High Needs Students	100.0
Math	All Students	99.4
	High Needs Students	100.0
Science	All Students	99.4
	High Needs Students	97.3

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.