

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Simsbury High School Simsbury School District

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School Information

Grade Range **9-12**
Enrollment **1,380**

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	651	47.2	48.3
Male	729	52.8	51.7
American Indian or Alaska Native	0	0.0	*
Asian	85	6.2	6.5
Black or African American	72	5.2	5.9
Hispanic or Latino	100	7.2	8.0
Pacific Islander	*	*	*
Two or More Races	*	*	3.2
White	1,107	80.2	76.4
English Language Learners	*	*	1.5
Eligible for Free or Reduced-Price Meals	131	9.5	9.6
Students with Disabilities ¹	192	13.9	14.1

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	58	9.0	7	1.1
Male	49	6.7	19	2.6
Black or African American	8	11.3	12	16.9
Hispanic or Latino	15	15.2	*	*
White	79	7.1	8	0.7
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	17.8	11	7.7
Students with Disabilities	36	19.9	6	3.0
School	107	7.8	26	1.9
District		5.1		2.0

Number of students in 2016-17 qualified as truant under state statute: 11

Number of school-based arrests: 7

²A 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.

³The 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	93.3
Paraprofessional Instructional Assistants	6.6
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	19.8
Administrators, Coordinators and Department Chairs	
School Level	10.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	11.1
School Nurses	2.8
Other Staff Providing Non-Instructional Services/Support	51.6

¹In 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	1	0.7	1.0
Black or African American	1	0.7	0.5
Hispanic or Latino	1	0.7	0.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.7	0.3
White	143	97.3	97.8

Classroom Teacher Attendance, 2016-17

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

Instruction and Resources

School Schedule

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

School Hours for Students	
Start Time	07:32 AM
End Time	02:10 PM

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	19	86.4	17	*
White	241	81.1	255	92.4
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	27	75.0	24	85.7
Students with Disabilities	25	53.2	31	81.6
School	295	82.4	311	92.3
District		82.2		83.5

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	26	76.5
Emotional Disturbance	7	*
Intellectual Disability	0	0.0
Learning Disability	60	85.7
Other Health Impairment	54	87.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	150	78.1
District		78.4

²College-and-Career-Readiness Courses include Advanced Placement®(AP),International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

³Ages 6-21

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	18	*	18	*
Black or African American	*	*	*	*
Hispanic or Latino	19	*	19	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	284	74.8	284	72.4
English Language Learners	*	*	*	*
Non-English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	59.4	31	57.8
Not Eligible for Free or Reduced-Price Meals	307	75.5	307	73.5
Students with Disabilities	42	52.5	42	49.7
Students without Disabilities	296	77.1	296	75.3
High Needs	64	57.6	64	55.7
Non-High Needs	274	77.8	274	75.9
School	338	74.0	338	72.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	92.4	331	92.4
Curl Up	N/A	N/A	N/A	85.5	331	85.5
Push Up	N/A	N/A	N/A	81.6	331	81.6
Mile Run/PACER	N/A	N/A	N/A	78.2	331	78.2
All Tests - School	N/A	N/A	N/A	64.4	331	64.4
All Tests - District	51.9	61.0	49.5	64.4		56.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	20	100.0
Hispanic or Latino	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	34	97.1
Students with Disabilities	52	92.3
School	358	98.6
District		93.0

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.7	276	83.9
Male	98.6	287	78.4
Black or African American	100.0	15	46.9
Hispanic or Latino	100.0	28	70.0
White	99.0	474	82.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	38	59.4
Students with Disabilities	92.9	28	32.9
School	99.1	563	81.0
District	95.7		76.8

³College 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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.6	98.1
Male	86.9	94.9
Black or African American	75.0	*
Hispanic or Latino	*	*
White	89.4	97.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	81.8	83.9
Students with Disabilities	68.0	78.6
School	88.2	96.5
District	86.2	96.5

⁵College 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.

⁶College 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	98.7	100	98.7	67.6
	High Needs Students	57.6	75	76.8	100	76.8	57.5
Math Performance Index	All Students	72.1	75	96.1	100	96.1	62.7
	High Needs Students	55.7	75	74.3	100	74.3	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	7.8%	<=5%	44.5	50	88.9	10.7%
	High Needs Students	18.0%	<=5%	24.0	50	47.9	16.6%
Preparation for CCR	% Taking Courses	87.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	81.0%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		98.6%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		97.5%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		88.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2% 64.4%	75%	42.9	50	85.8	96.6% 50.1%
Arts Access		52.0%	60%	43.4	50	86.7	51.2%
Accountability Index				950.7	1050	90.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	57.6	17.4	15.6	
Math Performance Index Gap	75.0	55.7	19.3	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	97.5%	-3.5%	9.1%	N

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	96.4
	High Needs Students	90.4
Math	All Students	96.4
	High Needs Students	90.4
Science	All Students	98.3
	High Needs Students	93.2

Supporting Resources

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

³Minimum participation standard is 95%.