Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION
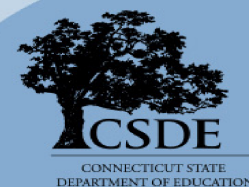
Simsbury High School
Simsbury School District

860-658-0451 • www.simsbury.k12.ct.us/page.cfm?p=33

School Information

Grade Range	**9-12**
Enrollment	**1,217**
Per Pupil Expenditures[1]	**$18,311**
Total Expenditures[1]	**$23,327,823**

[1] *Expenditure data reflect the 2021-22 school year.*

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2022-23 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 https://edsight.ct.gov

For district totals, please see the district profile.

* 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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

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

Students

October 1, 2022 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	*
Male	615	50.5	51.4
Non-Binary	*	*	*
American Indian or Alaska Native	0	0.0	*
Asian	88	7.2	6.5
Black or African American	65	5.3	5.7
Hispanic or Latino of any race	129	10.6	11.2
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	*	*	5.3
White	877	72.1	71.2
English Learners/Multilingual Learners	14	1.2	1.9
Eligible for Free or Reduced-Price Meals	171	14.1	15.6
Students with Disabilities[2]	200	16.4	17.0

[2] 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[3]		Suspension/Expulsion[4]	
	Count	Rate (%)	Count	Rate (%)
Female	89	14.8	7	1.2
Male	*	*	46	7.4
Non-Binary	*	*	0	*
Black or African American	11	16.9	11	16.4
Hispanic or Latino of any race	23	17.8	12	9.0
White	116	13.2	25	2.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	29.3	20	10.3
Students with Disabilities	48	24.9	21	9.6
School	159	13.1	53	4.3
District		12.2		2.8

Number of students qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

[3] 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.

[4] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	90.3
Paraprofessional Instructional Assistants	4.4
Special Education	
Teachers and Instructors	10.2
Paraprofessional Instructional Assistants	8.5
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	2.1
Counselors, Social Workers and School Psychologists	11.6
School Nurses	2.8
Other Staff Providing Non-Instructional Services/Support	54.4

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	1.5
Black or African American	4	3.0	2.0
Hispanic or Latino of any race	1	0.7	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	128	95.5	95.3

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.6	10.9

[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.

Instruction and Resources

School-Level Expenditures[2]: 2021-22

	Total ($)	Per Pupil ($)
Instruction	$14,488,220	$11,372
Support Services - Students	$2,423,611	$1,902
Improvement of Instruction	$49,796	$39
Library and Media Services	$223,273	$175
Support Services - Instruction	$788,593	$619
Support Services - School-Based	$1,789,765	$1,405
Operation and Maintenance of Plant	$2,506,325	$1,967
Transportation Other Than to/From	$124,612	$98
Enterprise Operations	$933,628	$733
Total	$23,327,823	$18,311

Total per pupil expenditures (PPE) including share of district central expenditures is $20,391.

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

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	16	76.2
Emotional Disability	9	*
Intellectual Disability	*	*
Learning Disability	65	92.9
Other Health Impairment	82	93.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	177	88.5
District		83.9

[3] This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[4]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	17	*	8	*
Hispanic or Latino of any race	26	89.7	32	100.0
White	205	88.0	202	98.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	36	90.0	30	93.8
Students with Disabilities	45	75.0	20	87.0
School	280	88.3	274	98.6
District		87.0		95.6

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1000
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:32 AM
End Time	02:10 PM

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

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	24	72.4	24	78.3	24	90.8
Black or African American	16	*	16	*	16	*
Hispanic or Latino of any race	28	57.0	28	54.9	28	73.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	11	*
White	227	66.6	227	66.2	226	83.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	52.0	35	54.1	34	68.3
Not Eligible for Free or Reduced-Price Meals	271	66.2	271	66.2	271	83.5
Students with Disabilities	53	47.8	53	45.5	53	60.7
Students without Disabilities	253	68.1	253	68.8	252	86.2
High Needs	81	50.5	81	50.0	80	65.2
Non-High Needs	225	69.7	225	70.1	225	87.6
School	306	64.6	306	64.8	305	81.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.4	290	81.4
Curl Up	N/A	N/A	N/A	93.8	292	93.8
Push Up	N/A	N/A	N/A	77.4	292	77.4
Mile Run/PACER	N/A	N/A	N/A	57.2	292	57.2
All Tests - School	N/A	N/A	N/A	44.8	290	44.8
All Tests - District	45.8	46.0	52.2	44.8		47.3

[2] The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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

Cohort Graduation: Four-Year[1]

	2021-22	
	Cohort Count[2]	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	28	89.3
White	266	98.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	65	93.8
Students with Disabilities	51	82.4
School	344	97.4
District		96.8

[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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	99.4	202	65.4
Non-Binary	*	*	*
Black or African American	96.0	6	24.0
Hispanic or Latino	98.4	36	59.0
White	99.5	302	68.8
English Learners/Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	33	45.8
Students with Disabilities	95.2	13	15.7
School	99.2	392	65.9
District	95.3		61.5

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- Earning three or more non-remedial college credits cumulatively during high school.

[4]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 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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College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	87.8	95.2
Male	75.1	94.2
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	56.0	*
White	83.9	96.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	86.1
Students with Disabilities	65.0	69.0
School	81.4	94.7
District	78.8	94.4

[5]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.

[6]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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.6	75	129.2	150	86.1	63.9
	High Needs Students	50.5	75	101.0	150	67.4	54.1
Math Performance Index	All Students	64.8	75	129.6	150	86.4	59.7
	High Needs Students	50.0	75	100.1	150	66.7	48.9
Science Performance Index	All Students	81.8	75	100.0	100	100.0	61.6
	High Needs Students	65.2	75	87.0	100	87.0	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	13.1%	<=5%	33.9	50	67.8	20.0%
	High Needs Students	24.5%	<=5%	10.9	50	21.8	28.5%
Preparation for CCR	% Taking Courses	93.1%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	65.9%	75%	43.9	50	87.8	44.3%
On-track to High School Graduation		94.2%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		97.4%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		97.8%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		81.4%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% | 44.8%	75%	29.9	50	59.8	93.0% | 45.5%
Arts Access		59.9%	60%	49.9	50	99.9	54.5%
Accountability Index				**1215.5**	**1450**	**83.8**	

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]
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	69.7	50.5	19.2	17.0	
Math Performance Index Gap	70.1	50.0	20.1	18.6	
Science Performance Index Gap	75.0	65.2	9.8	18.6	
Graduation Rate Gap	94.0%	97.8%	0.0%	5.4%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.1
	High Needs Students	94.3
Math	All Students	98.1
	High Needs Students	94.3
Science	All Students	97.8
	High Needs Students	93.2

[3] Minimum participation standard is 95%.

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links