## Simsbury High School <br> Simsbury School District

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| School Information |  |
| :---: | :---: |
| Grade Range | 9-12 |
| Enrollment | 1,277 |
| Per Pupil Expenditures ${ }^{1}$ | \$16,771 |
| Total Expenditures ${ }^{1}$ | \$22,304,939 |
| ${ }^{\prime}$ Expenditure data reflect th |  |
| Community Information <br> AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles |  |
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## Notes

Unless otherwise noted, all data are for 2020-21 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.

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

## Students

| October 1, 2020 Enrollment |  |  |  |
| :--- | ---: | ---: | ---: |
|  | CountSchool <br> Percent of Total <br> $(\%)$ | District <br> Percent of Total <br> $(\%)$ |  |
| Female | 613 | 48.0 | 49.1 |
| Male | 664 | 52.0 | 50.9 |
| American Indian or Alaska Native | 0 | 0.0 | $*$ |
| Asian | 85 | 6.7 | 6.7 |
| Black or African American | 70 | 5.5 | 6.1 |
| Hispanic or Latino of any race | 115 | 9.0 | 10.3 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | $*$ |
| Two or More Races | 28 | 2.2 | 4.4 |
| White | 979 | 76.7 | 72.4 |
| English Learners | 8 | 0.6 | 1.6 |
| Eligible for Free or Reduced-Price Meals | 177 | 13.9 | 15.9 |
| Students with Disabilities ${ }^{2}$ | 176 | 13.8 | 15.2 |

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the school identify as non-binary.
${ }^{2}$ 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 |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
|  | Count | Rate (\%) | Count |  |
|  | 20 | 3.3 | Rate (\%) |  |
| Female | 13 | 2.0 | $*$ | $*$ |
| Male | $*$ | $*$ | $*$ | $*$ |
| Black or African American | 6 | 5.1 | 0 | 0.0 |
| Hispanic or Latino of any race | 22 | 2.3 | 8 | 0.8 |
| White | 0 | $*$ | 0 | $*$ |
| English Learners | 9 | 5.3 | $*$ | $*$ |
| Eligible for Free or Reduced-Price Meals | 21 | 11.7 | $*$ | $*$ |
| Students with Disabilities | 33 | 2.6 | 12 | 0.9 |
| School |  | 4.5 |  | 0.7 |
| District |  |  |  |  |

Number of students in 2019-20 qualified as truant under state statute: $\mathbf{2 5}$
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.
${ }^{3}$ 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.

# School Profile and Performance Report for School Year 2020-21 Simsbury High School Simsbury School District 

## Educators

| Full-Time Equivalent (FTE) ${ }^{1}$ Staff |  | Educator | by Race/ | /Ethnicity |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | FTE |  |  | chool | District |
| General Education |  |  | Count Percher | Percent of Total | Percent of Total |
| Teachers and Instructors | 88.1 |  |  | (\%) | (\%) |
| Paraprofessional Instructional Assistants | 5.2 | American Indian or Alaska Native | 0 | 0.0 | 0.0 |
| Special Education |  | Asian | 1 | 0.7 | 1.0 |
| Teachers and Instructors | 11.0 | Black or African American | 3 | 2.2 | 1.3 |
| Paraprofessional Instructional Assistants | 13.1 | Hispanic or Latino of any race | 1 | 0.7 | 1.3 |
| Administrators, Coordinators and Department Chairs School Level | 10.1 | Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Library/Media |  | Two or More Races | 0 | 0.0 | 0.0 |
| Specialists (Certified) | 1.0 | White | 130 | 96.3 | 96.5 |
| Support Staff | 1.5 | Classroom Teacher Attendance, 2019-20 |  |  |  |
| Instructional Specialists Who Support Teachers | 3.1 |  |  |  |  |
| Counselors, Social Workers and School Psychologists | 12.1 |  |  | School | District |
| School Nurses | 2.8 | Average \# of FTE Days Absent Due to Illness or Personal Time |  | 4.1 | 5.0 |
| Other Staff Providing Non-Instructional Services/Support | 51.4 |  |  |  |  |

${ }^{1}$ 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 ${ }^{\mathbf{2}}$ : 2019-20

|  | Total (\$) | Per Pupil (\$) |
| :--- | ---: | :---: |
| Instruction | $\$ 14,146,739$ | $\$ 10,637$ |
| Support Services - Students | $\$ 2,401,742$ | $\$ 1,806$ |
| Improvement of Instruction | $\$ 64,605$ | $\$ 49$ |
| Library and Media Services | $\$ 228,021$ | $\$ 171$ |
| Support Services - Instruction | $\$ 749,644$ | $\$ 564$ |
| Support Services - School-Based | $\$ 1,471,740$ | $\$ 1,107$ |
| Operation and Maintenance of Plant | $\$ 2,379,809$ | $\$ 1,789$ |
| Transportation Other Than to/From | $\$ 65,928$ | $\$ 50$ |
| Enterprise Operations | $\$ 796,710$ | $\$ 599$ |
| Total | $\$ 22,304,939$ | $\$ 16,771$ |

${ }^{2}$ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

## 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 | 13 | $*$ | $*$ | $*$ |
| Hispanic or Latino of any race | 18 | 64.3 | 22 | 84.6 |
| White | 200 | 75.5 | 234 | 91.8 |
| English Learners | $*$ | $*$ | 0 | $*$ |
| Eligible for Free or Reduced-Price Meals | 30 | 62.5 | 34 | 91.9 |
| Students with Disabilities | 22 | 51.2 | 24 | 60.0 |
| School | 257 | 75.4 | 291 | 89.5 |
| District |  | 74.8 |  | 81.2 |

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers ${ }^{3}$

|  | Count | Rate (\%) |
| :--- | :---: | :---: |
| Autism | 12 | $*$ |
| Emotional Disturbance | 10 | $*$ |
| Intellectual Disability | $*$ | $*$ |
| Learning Disability | 54 | 87.1 |
| Other Health Impairment | 68 | 94.4 |
| Other Disabilities | $*$ | $*$ |
| Speech/Language Impairment | 147 | 83.5 |
| School |  | 82.4 |
| District | ${ }^{3}$ This table includes students ages $6-21$ with an IEP or services plan. |  |

## School Schedule

| Days of Instruction | 177 |
| :--- | :---: |
| Hours of Instruction Per Year |  |
| Grades 1-12 and Full-Day Kindergarten | 886 |
| Half/Extended Day Kindergarten | N/A |

# School Profile and Performance Report for School Year 2020-21 Simsbury High School <br> 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.

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

\section*{National Assessment of Educational Progress (NAEP): Percent At or Above Proficient ${ }^{1}$ <br> |  | NAEP 2019 |  | NAEP 2013 |
| :--- | :---: | :---: | :---: |
| READING | 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 | 32 |
| 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

# School Profile and Performance Report for School Year 2020-21 Simsbury High School <br> Simsbury School District 

Cohort Graduation: Four-Year ${ }^{1}$

|  | 2019-20 |  |
| :--- | ---: | ---: | ---: |
|  | Cohort Count ${ }^{2}$ | Rate (\%) |
| Black or African American | 13 | $*$ |
| Hispanic or Latino of any race | 29 | 96.6 |
| English Learners | $*$ | $*$ |
| Eligible for Free or Reduced-Price Meals | 46 | 95.7 |
| Students with Disabilities | 54 | 94.4 |
| School | 350 | 98.9 |
| District |  | 95.6 |

${ }^{1}$ 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 Exam ${ }^{3}$

|  | Participation <br> Rate (\%) | Meeting Benchmark <br> Count |  |
| :--- | :---: | :---: | :---: |
| Female | 96.9 | 205 | 64.3 |
| Male | 96.0 | 221 | 63.7 |
| Black or African American | 91.9 | 6 | 16.2 |
| Hispanic or Latino | 94.4 | 24 | 44.4 |
| White | 96.9 | 354 | 68.1 |
| English Language Learners | $*$ | $*$ | $*$ |
| Eligible for Free or | 92.9 | 28 | 32.9 |
| Reduced-Price Meals |  |  |  |
| Students with Disabilities | 85.5 | 10 | 12.0 |
| School | 96.4 | 426 | 64.0 |
| District | 93.1 |  | 60.5 |

${ }^{3}$ College readiness exams and benchmark scores are as follows:

- SAT ${ }^{\oplus}$ - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- $\mathrm{ACT}^{\circledR}$ - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- $\mathrm{AP}^{\circledR}-3$ or higher on any one $\mathrm{AP}^{\circledR}$ exam
- $\mathrm{IB}^{\circledR}-4$ or higher on any one $\mathrm{IB}^{\circledR}$ exam
${ }^{4}$ 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 ${ }^{\circledR}$ and $\mathrm{AP}^{\circledR}$ statistics derived from data provided by the College Board.
Copyright © 2021 The College Board. www.collegeboard.org
ACT ${ }^{\circledR}$ statistics derived from data provided by ACT, Inc.
Copyright © 2021 ACT, Inc. www.act.org
$\mathrm{IB}^{\circledR}$ 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 <br> Entrance ${ }^{3}$ <br> Rate (\%) | Class of 2019 <br> Persistence ${ }^{4}$ <br> Rate (\%) |
| :---: | :---: | :---: |
| Female | 84.5 | 95.9 |
| Male | 80.1 | 88.9 |
| Black or African American | * | * |
| Hispanic or Latino of any race | 76.7 | * |
| White | 82.7 | 92.4 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 61.7 | 80.5 |
| Students with Disabilities | 69.8 | 78.9 |
| School | 82.2 | 92.2 |
| District | 80.6 | 92.3 |
| ${ }^{3}$ 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. <br> ${ }^{4}$ 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

# School Profile and Performance Report for School Year 2020-21 Simsbury High School <br> Simsbury School District 

## 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 |
| :--- | :--- | :--- | :---: | \(\left.\begin{array}{c}State Average <br>

Index/Rate\end{array}\right]\)

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 | $94.0 \%$ | $97.3 \%$ | $-3.3 \%$ | $5.7 \%$ | N |  |

[^0]
## Supporting Resources:

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

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next\ Generation\ Accountability\ System_Detailed\ Presentation_Jan_2020.pdf
Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf


[^0]:    ${ }^{1}$ 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.

