

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



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	1,246
Per Pupil Expenditures ¹	\$19,678
Total Expenditures ¹	\$23,948,426

¹ Expenditure data reflect the 2022-23 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>

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Notes

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	621	49.8	51.6
Non-Binary	*	*	*
American Indian or Alaska Native	0	0.0	*
Asian	83	6.7	6.4
Black or African American	73	5.9	6.2
Hispanic or Latino of any race	122	9.8	11.0
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	*	*	5.6
White	907	72.8	70.7
English Learners/Multilingual Learners	13	1.0	1.8
Eligible for Free or Reduced-Price Meals	210	16.9	16.1
Students with Disabilities ²	222	17.8	18.2

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	88	14.3	11	1.8
Male	*	*	41	6.5
Non-Binary	*	*	0	*
Black or African American	13	18.6	17	23.3
Hispanic or Latino of any race	25	20.2	10	7.9
White	98	10.9	21	2.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	58	27.8	29	12.9
Students with Disabilities	57	27.9	20	8.6
School	145	11.8	52	4.1
District		9.4		2.8

Number of students qualified as truant under state statute: 14

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	91.7
Paraprofessional Instructional Assistants	5.6
Special Education	
Teachers and Instructors	9.6
Paraprofessional Instructional Assistants	11.7
Administrators, Coordinators and Department Chairs	
School Level	10.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.1
Counselors, Social Workers and School Psychologists	10.8
School Nurses	2.6
Other Staff Providing Non-Instructional Services/Support	54.3

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.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.5	2.0
Black or African American	3	2.3	2.2
Hispanic or Latino of any race	1	0.8	1.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	127	95.5	94.2

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.1	12.2

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$14,947,479	\$12,282
Support Services - Students	\$2,295,483	\$1,886
Improvement of Instruction	\$46,691	\$38
Library and Media Services	\$241,444	\$198
Support Services - Instruction	\$866,083	\$712
Support Services - School-Based Administration	\$1,885,941	\$1,550
Operation and Maintenance of Plant	\$2,571,388	\$2,113
Transportation Other Than to/From Home	\$140,914	\$116
Enterprise Operations	\$953,004	\$783
Total	\$23,948,426	\$19,678

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,764.

¹ 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 Peers²

	Count	Rate (%)
Autism	18	72.0
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	74	98.7
Other Health Impairment	96	96.0
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	202	91.4
District		84.5

² 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 School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	95.0	16	*
Hispanic or Latino of any race	28	84.8	27	100.0
White	196	90.7	228	99.1
English Learners/Multilingual Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	52	88.1	47	97.9
Students with Disabilities	30	75.0	48	98.0
School	279	90.3	306	99.0
District		89.8		95.0

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

³ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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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.

	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	22	72.1	22	76.8	21	89.5
Black or African American	19	*	19	*	20	59.4
Hispanic or Latino of any race	30	66.7	30	62.6	32	81.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	210	71.1	210	66.7	209	86.7
English Learners/Multilingual Learners	*	*	*	*	6	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	295	84.3
Eligible for Free or Reduced-Price Meals	56	57.2	56	53.1	56	71.9
Not Eligible for Free or Reduced-Price Meals	243	71.4	243	67.9	245	86.6
Students with Disabilities	35	48.6	35	43.5	36	58.6
Students without Disabilities	264	71.4	264	68.0	265	87.3
High Needs	81	55.2	81	51.2	83	67.6
Non-High Needs	218	73.8	218	70.4	218	90.0
School	299	68.7	299	65.2	301	83.8

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	90.8	295	90.8
Curl Up	N/A	N/A	N/A	91.9	296	91.9
Push Up	N/A	N/A	N/A	83.8	296	83.8
Mile Run/PACER	N/A	N/A	N/A	76.9	295	76.9
All Tests - School	N/A	N/A	N/A	69.0	294	69.0
All Tests - District	65.2	56.3	54.0	69.0		61.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	32	96.9
White	212	94.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51	88.2
Students with Disabilities	42	64.3
School	287	94.4
District		93.8

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	*	*
Male	210	66.2
Non-Binary	*	*
Black or African American	7	19.4
Hispanic or Latino	32	53.3
White	312	70.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	49	45.8
Students with Disabilities	19	21.3
School	407	65.9
District		61.2

³Students 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.

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 2023	Class of 2022
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	92.9	93.1
Male	*	91.3
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	87.5	*
White	86.4	92.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	75.0	90.2
Students with Disabilities	81.5	84.6
School	85.9	92.3
District	83.6	92.3

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.7	75	137.5	150	91.7	63.9
	High Needs Students	55.2	75	110.5	150	73.6	54.1
Math Performance Index	All Students	65.2	75	130.3	150	86.9	60.2
	High Needs Students	51.2	75	102.3	150	68.2	49.5
Science Performance Index	All Students	83.8	75	100.0	100	100.0	61.8
	High Needs Students	67.6	75	90.1	100	90.1	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	11.8%	<=5%	36.5	50	73.0	17.7%
	High Needs Students	23.9%	<=5%	12.2	50	24.4	25.5%
Preparation for CCR	% Taking Courses	94.7%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	65.9%	75%	43.9	50	87.8	44.3%
On-track to High School Graduation		94.9%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		94.4%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		98.8%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		85.9%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		98.0% 69.0%	75%	46.0	50	92.1	93.6% 47.2%
Arts Access		57.9%	60%	48.3	50	96.6	55.0%
Accountability Index				1257.7	1450	86.7	

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	73.8	55.2	18.5	17.3	
Math Performance Index Gap	70.4	51.2	19.2	18.5	
Science Performance Index Gap	75.0	67.6	7.4	18.4	
Graduation Rate Gap	94.0%	98.8%	0.0%	6.0%	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	97.1
	High Needs Students	92.1
Math	All Students	97.1
	High Needs Students	92.1
Science	All Students	98.4
	High Needs Students	96.6

³Minimum participation standard is 95%.

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