

SIMSBURY HIGH SCHOOL

ANNUAL REPORT 2017-2018



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SIMSBURY HIGH SCHOOL
Annual Report
2017 -2018

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SIMSBURY HIGH SCHOOL

Annual Report

2017 -2018

Part I – Introduction

Each September, Simsbury High School publishes a Continuous Improvement Plan that describes the school community's goals for the coming year. This Annual Report represents the end of a yearly cycle, where we note the accomplishments achieved on our goal work and provide the community with statistical information related to academic achievement, participation in school life, discipline, and other carefully selected markers of our success.

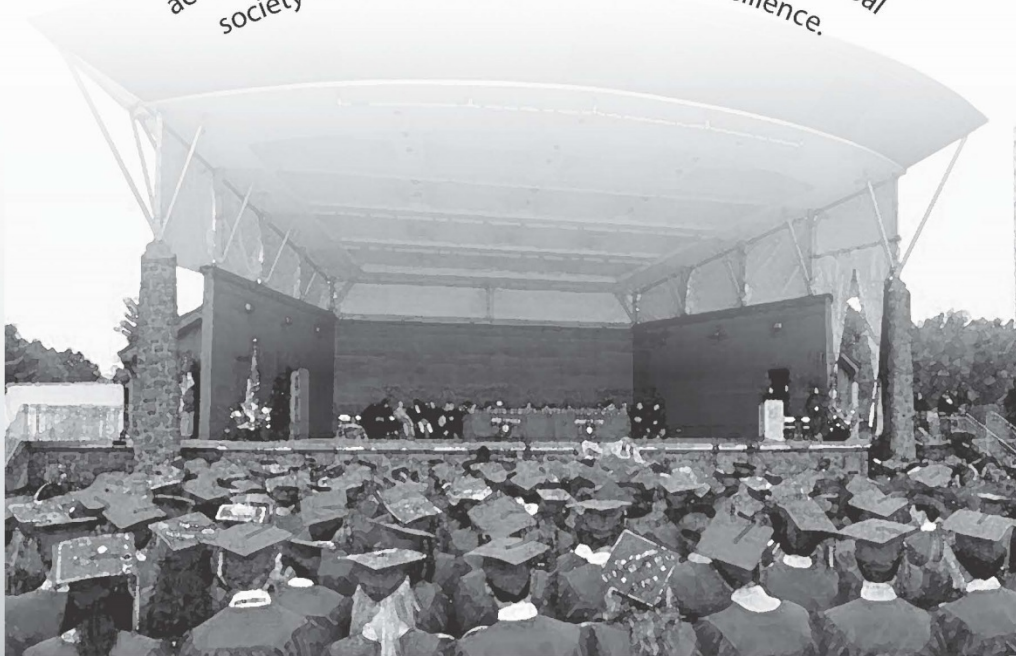
The Annual Report consists of three major sections:

- Foundational Documents – the report includes important information about the school's mission and core beliefs, academic expectations, and a general description of school resources and programming.
- Improvement Indicators – Based on the Board of Education five-year goals, Simsbury High School has set an improvement agenda related to three areas of focus: 1) an effective teacher in every classroom; 2) college and career readiness; and 3) positive social choices by students. This report includes the school's accomplishments for the year toward the achievement of those goals and also offers a look at next steps for the faculty related to these priority areas.
- Quality Indicators – The Annual Report includes a wide array of statistical data about achievement measures that the school community values. The presentation of this data is done in a manner to show not only the 2017-2018 achievement level for each indicator but also a three-year history.

As we reflect on the past school year, we are very proud of the accomplishments of our staff members and students. During 2017-2018 their combined efforts have yielded significant results. With clear progress on our improvement and performance indicators, Simsbury High School continues the tradition of excellence that has set it apart from other high schools in Connecticut and across the nation.

District Vision for the Simsbury Public Schools

The Simsbury Public Schools cultivate the mind, body, and character of each student. We engage students with a meaningful and rigorous academic foundation so that they can contribute to a global society with integrity, compassion, and resilience.



Core Beliefs

We believe in...

- ★ Challenging expectations
- ★ High standards
- ★ Passion for lifelong learning
- ★ Academic and extracurricular experiences that emphasize intellectual, physical, artistic, and social/emotional well-being
- ★ Collaboration and communication among families and school personnel
- ★ Building relationships between staff, students, and community
- ★ Family and community partnerships
- ★ Continuous improvement and excellence



SIMSBURY HIGH SCHOOL

Core Values and Beliefs

Preparation

We provide a rich and rigorous academic foundation for all students.

- We emphasize the meaningful application of knowledge and skills within the curriculum.
- We implement teaching methods designed to promote both critical thinking and creativity and to engage students in shared ownership for learning.
- We ensure that students of all abilities are included, challenged, and given appropriate instruction in preparation for college and careers.

Passion

We offer diverse learning experiences that encourage students to discover and to develop their unique interests and talents.

- We provide an elective program characterized by wide variety and high quality.
- We present students with opportunities to connect and to excel as they explore a broad range of extra-curricular activities.
- We give students opportunities for choice—in the classroom, during course selection, and throughout extra-curricular pursuits.

Personal Growth

We partner with families to promote character in our students as they develop into ethical and compassionate adults.

- We expect that all members of the school community will demonstrate the tenets of the Trojan Code: respect, honor, and responsibility.
- We provide students opportunities both to work collaboratively and to develop their potential as leaders.
- We guide students toward active citizenship, including service to a larger community.

SHS Learning Expectations for College & Career Readiness

Within the Simsbury High School curriculum, students are expected to demonstrate understanding of each course's Essential Learning Outcomes (ELOs). Teachers have explicitly defined these ELOs as the skills and "big ideas" that are central to an understanding of the discipline. In addition, students must have opportunities to practice and to demonstrate mastery of the following SHS Learning Expectations:

- Read and comprehend complex texts independently
- Develop and strengthen writing skills
- Construct arguments that are supported by evidence
- Make sense of problems and persevere in solving them
- Conduct short and sustained research
- Evaluate/critique the work of self and others
- Use technology and digital media strategically and responsibly
- Demonstrate personal responsibility and ethical behavior (Trojan Code)

Teaching students to meet the challenges of today and tomorrow with confidence and integrity

Part II – School Description

Simsbury High school has the distinction of being one of the highest performing high schools in the state of Connecticut. The tireless pursuit of excellence continues to yield positive results in our classrooms and on the field. The accomplishments earned by our students can be attributed to the hard work of our faculty members who benefit greatly from the support of our parents and community members. Collectively we are able to promote the growth of the exceptional students that call our school home.

The Core Values and Beliefs of Simsbury High School are based upon three tenets: preparation, passion, and personal growth. This foundational document explains the shared commitments that we have with our students and the greater community while also serving as a compass guiding our educational planning and decision making. The members of the Simsbury High School learning community are dedicated to preparing our students for success by first working to identify their passion and then fostering their personal growth through authentic learning experiences. It is this combination of support, challenge, and the shared pursuit of excellence that sets our school apart from others and makes it such an invigorating place for learning to occur. As you review the information contained within this document, you will see a record of accomplishments that serve as tangible markers of our success and notes that identify areas of focus for the future. This process of data collection and reflection sets the stage for our cycle of continuous improvement moving forward.

Thank you for taking the time to review this report. However, to fully appreciate the work that occurs at Simsbury High School I would like to encourage you to visit our school. Once you have the opportunity to experience one of our plays, hear the written word of our students, see their excitement as they work to solve problems creatively, and observe the sportsmanship displayed by our athletes, you will have a much better understanding and appreciation of what makes this school so special.

Simsbury High School is a place unlike any other, and I am honored to serve the students, staff, and community members as their principal.

Sincerely,

Andrew O'Brien
Principal
Go Trojans!

Description of School-Based Leadership Teams

The cycle of continuous improvement at Simsbury High School is conducted collaboratively through the use of a variety of teams focused on teaching, learning, and school culture. Below you will find a brief description of some of the key groups in our school community that are responsible for carrying out the work necessary to achieve the goals we have identified.

- Professional Learning Communities – Every teacher at Simsbury High School is assigned to a weekly PLC, usually by discipline and grade level. Members of each PLC agree upon common course outcomes for students, develop assessments to measure those outcomes, and analyze student work as a way to improve instruction and refine curriculum.
- SHS Administrative Team – The principal, three assistant principals, the athletic director and the school resource officer meet formally each week to monitor continuous improvement priorities and plan for upcoming work related to our school goals.
- Department Supervisors – The leaders of our departments meet three times each month to discuss: initiatives related to the work of their departments, student assessment data, curriculum development, the supervision and evaluation of teachers, and many other teaching and learning items.
- School Culture Task Force – Representatives from each department meet with the administrative team monthly to discuss improvements related to school procedures, policies, and initiatives. The group plays an important part in our efforts to enhance school culture.
- Student Parent Teacher Council – The SPTC is the primary vehicle for the principal to conduct two-way dialogue with the parent community. The principal provides monthly updates to the group about school improvement efforts and solicits feedback about their perceptions.
- Leadership Team – The principal convenes a team consisting of students, parents, teachers, administrators, and a community representative that meets five times during the year. Typically, this group focuses on a major issue that needs attention in the school, ranging from academic leveling to student stress to improvements in technology. During the 2017-18 school year, the Leadership Team explored the potential benefits and questions associated with moving to a later school start time in light of research that supports the need for adolescents to have more sleep than is allowed for in many current school schedules.

**IMPROVEMENT INDICATORS:
PROGRESS TOWARD
BOARD OF EDUCATION FIVE-YEAR GOALS**

College and Career Readiness

Improvement Indicator 4:

All students will be prepared for college and career success.

Measures:

- SAT (11th): percentage of students receiving 530 or better in math, and 480 in critical reading and writing, as well as earning 1010 or better composite score.
- AP:
 - percentage of seniors taking at least one AP class before graduating, and the percentage of all AP test takers receiving 3 or higher.
- GPA (12th)
 - percentage of students at 2.67 (B-) or higher.
- College enrollment & graduation:
 - percentage of graduating seniors enrolled in college the fall immediately after graduation
 - percentage of graduating seniors completing a college degree within 6 years

Strategy / What must change to accomplish the goal: (If/Then)

- If we deliver a rigorous curriculum across all grades and levels for literacy and mathematics, then students will be prepared to perform at their best capacity when taking significant college entrance exams, such as the SAT, which is a proven indicator of college and career readiness.
- If teachers, counselors, and administrators continue to identify and encourage students who have the potential to succeed in Advanced Placement coursework, then more students will accept the challenge of completing at least one college-level course prior to graduation.
- If teachers and administrators set goals about AP exam performance and then focus their efforts upon instructional strategies that enhance the acquisition of knowledge and the development of skills in those courses, then the overall percentage of students earning a 3 or higher on AP exams will increase.
- If we continue to provide both a rigorous curriculum and competitive post-secondary planning that emphasizes the importance of continued education beyond high school, then we will prepare more students to enroll in college and they will successfully earn a degree in their chosen field of endeavor.
- If we clearly define highly-effective teaching along with a system to regularly monitor it, then teachers will have greater focus in identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and engaging in ongoing reflection for improvement.
- If we utilize PLCs and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions, then student performance will improve.

Results

Accomplishments:

- SAT (11th 2018)

CT Test Day	Students Tested	College Ready Math 530+		College Ready Critical Reading & Writing 480+		Both Math 530+ & Reading & Writing 480+	
		Students	%	Students	%	Students	%
2018	339	261	77.0	304	89.7	258	76.1
2017	329	254	77.2	306	93.0	253	76.9
2016	361	262	72.6	316	87.5	254	70.4

Ten more students were tested in 2018 than in 2017. The percentage of students who met the benchmark for college and career readiness in mathematics remained relatively stable, while critical reading and writing results declined by 3.3 percentage points. Students who met college and career readiness benchmarks on both tests decreased by .8 percentage points compared to 2017.

- **AP**
AP participation grew significantly this year with 75.6 percent of our students successfully completing at least one AP course before graduation compared to 71 percent in 2017. The percentage of students scoring 3 or higher on at least one exam also increased dramatically from 81.6 to 85.6 and the number of AP tests taken by students across grades 10-12 increased to 1060 compared to 1035 in 2017.
- **GPA**
The percentage of students graduating in the class of 2018 with a GPA of 2.67 (B-) or higher was 82.6 percent which was an increase of 2.6 percentage points compared to the GPA's of the graduates in 2017 (80%).
- **College Enrollment and Graduation**
College enrollment figures rose slightly for our graduates with 92.5 percent of the students from the class of 2018 pursuing a post-secondary education compared to 91 percent in 2017. The number of students who enrolled in four-year programs rose to 86.8 percent as compared to 84.5 percent in 2017, and the number enrolled in two-year programs in 2018 dropped to 5.7 percent compared to 6.5 percent in 2017. The percentage of students accepted to Tier 1 colleges and universities (Barron's list) remained high and stable at 23 percent.
- **Percentage of graduating seniors completing a college degree within 6 years**
Data from the National Student Clearinghouse Student Tracker Aggregate report shows that on average 72% of the students who elected to pursue a college degree were able to do so within six years of their graduation for the following classes: 2010 (69%), 2011 (70%), and 20012 (76%). These results show a nice trend of improvement over three years, and the average exceeds the previous average of 71% from the classes of 2008 and 2009.

Next Steps:

- Review PSAT and SAT data as well as the SBAC scores of incoming freshmen to identify areas of strength and focus.
- Teachers will build their capacity in the creation of learning targets and use them to clearly communicate the essential knowledge and skills that students will need to focus upon during their lessons.
- PLC's will make adjustments as needed to their curriculum, instructional strategies, and assessments in order to promote the development of skills that are assessed on the SAT.
- Review Advanced Placement results with individual teachers and include them in strategic planning for improvement.
- Teachers will review mid and end-of-year assessments in PLC's to ensure that they are effectively assessing the essential learning outcomes of their courses, and will collaboratively review the performance of their students on assessments in order to make adjustments to instruction moving forward.
- Continue to monitor and reflect upon student performance and grading practices at the conclusion of each marking period.
- Continue to support students and their families in throughout the postsecondary planning process.
- Conduct an audit of our current practices in order to identify areas of celebration relative to the newly developed Vision of a Graduate as well as opportunities for growth.

Positive Social Choices

Improvement Indicator 5:

All students demonstrate positive social choices at the high school level.

Measures:

- Increased percentage of students receiving school-based positive student recognition.
- Increased percentage of students with one or no office referrals.
- The number of students and staff members who participate in our new “Pay-It-Forward” initiative.
- Percentage of students earning Trojan Code recognition at SHS

Strategy / What must change to accomplish the goal: (If/Then)

- If we reinforce the tenants of good character in each school’s Character Education program, then all students will demonstrate respectful behaviors and improve their sense of social and emotional security in school.
- If systems are created and monitored to track the recognition for positive social choices and interventions for behaviors that require correction, then character/climate committees can develop action plans to address specific school-based needs.
- If students are provided with opportunities to show kindness to others within their school and community, then there is a greater likelihood that intentional and spontaneous acts of kindness will increase.

Results

Accomplishments:

- Ninety-one percent of Simsbury High School students had no more than one disciplinary referral in 2017-2018 which was very close to the previous year’s total of 91.3 percent, but significantly higher than the PBIS national expectation of 85 percent.
- The Pay-It-Forward program was a success! Each ticket submitted by students and staff members was matched with a dollar donation from the Rotary Club yielding \$550.00 to the “Gifts of Love” organization.

Next Steps:

- Continuation of the Pay-It-Forward program.
- Professional development for staff members with emphasis on proactive, positive interactions among all members of the SHS community; the development of strong relationships; and improving the sense of belonging within the school community for all students.
- The development of quarterly goals with a focus on building positive relationships throughout the building.

Highly Effective Teaching and Leading

Improvement Indicator 6:

Highly effective teaching in every classroom supported by highly effective instructional leaders in every school building.

Measures for 2017-2018:

Leaders:

- The creation of a shared vision that is aligned to our state and district goals.
- The completion of NEASC recommendations that are outlined in our two and five-year plan.
- Work towards the development of a Vision of the Graduate.

Teacher:

- Peer observations within and/or across departments that are framed by the teacher team and their department supervisor in order to address an area of growth they are currently working towards; assessment, instructional strategies, or curriculum development.
- Opportunities for teachers to share their passion and expertise as educators through in-house professional development sessions and distributive leadership experiences.
- The development of mid and end-of-year assessments in all courses that serve as measurements for and of learning relative to course ELO's.

Strategy / What must occur to accomplish the goal: (If/Then)

- If the administrative team engages and empowers staff and other stake holders to take responsibility for selecting and implementing effective improvement strategies and supports their work over time, then we will be able to make significant progress towards the achievement of our vision.
- If we weave the recommendations provided within our NEASC report into our work over the course of the year, then we will see improvements in professional practices and student growth.
- If we are able to begin to formulate our Vision of the Graduate through a process that is measured and inclusive, then we will be able to use that vision to engage in a transformational process of growth across the district.
- If teachers are able to strategically observe their peers in order to address an identified area of growth that is facing their PLC, then they will be able to improve their own collective practices and improvements in instruction and student achievement will occur.
- If teachers are provided the opportunity to present professional development sessions to their peers and engage in shared leadership experiences, then significant professional growth will occur for them and for those who observe them.
- If summative assessments are streamlined and designed in a way that provides opportunities for reflection, feedback, and goal setting, then timely adjustments can be made to instruction maximizing instructional time and improving student achievement.
- If core department supervisors and teachers identify high-needs students, gather data related to their performance, identify instructional strategies and supports best suited to address their needs, and share those practices, then a reduction in the achievement gap will occur.

Results

Accomplishments:

- A shared vision was created with three major areas of focus: Student Achievement, Staff Development, and Student Safety. Significant work was undertaken throughout the year yielding results in each of the three areas: the formation of an Achievement Gap Task Force; the creation of a program to reduce chronic absenteeism; and increased access to the arts. Teachers conducted professional development sessions for their peers and assumed leadership roles in many committees (Leadership, Diversity, School Schedule, and Achievement Gap) students organized activities to build positive relationships and appreciation for diversity, and the practice of mindfulness expanded to more staff members and students as a method to reduce stress and develop resilience.
- Many high school staff members participated in the district-wide committee to develop the Vision of A Graduate.
- Our NEASC Follow-Up Committee worked diligently throughout the year to gather information relative to progress that has been made on our recommendations, began work on our two-year report, and receive feedback from staff members regarding our progress towards the completion of those recommendations.
- Department supervisors participated in numerous professional learning sessions to develop their understanding of learning targets and compiled resources for their department members as they look to expand this practice within their departments.
- Mid and end-of-year assessments were developed and administered to students in all classes utilizing a half-day schedule that allowed students to focus on no more than two assessments per day, and afforded teachers the opportunity to assess and reflect upon student achievement in their PLC's at two critical junctures in the school year.
- Department supervisors reviewed the newly created assessments to determine their emphasis on higher level thinking skills, the degree of student engagement in skill transfer to a new challenge or situation, and the level of cognitive demand.
- Students and staff members participated in programs to expand their understanding and appreciation for diversity. Students identified areas of foci based upon their conversations and experiences that were shared with the members of our Diversity Committee. Students were invited to join the committee at the end of the year in order to take a more active role in this work moving forward.
- The Writing Center grew substantially as more students committed to becoming peer tutors and helped their classmates become better writers.
- Simsbury High School achieved the highest average scores in critical reading and writing in our district reference group and came in second in that group in mathematics.
- Our AP participation and success rates have reached all-time highs.
- The vast majority of teachers met their Student Learning Objectives (SLO's).

Next Steps:

- Teachers and administrators will engage in an audit of our current practices in light of the new district Vision of A Graduate in order to ascertain areas of strength and identify opportunities for growth.
- Submit NEASC two-year report and develop a timeline to address the remaining recommendations.
- Department supervisors will lead work in the adoption of learning targets by their teachers. Teachers who have developed proficiency in their use will share their practice during faculty meetings, and teachers will participate in observations of their peers across disciplines.
- Teachers will review their mid-and end-of-year assessments to determine their degree of emphasis on higher level thinking skills, opportunities for student engagement in skill transfer to a new challenge or situation, and the level of cognitive demand required relative to the course ELO's that they are assessing.
- Department supervisors, teachers, and administrators will continue to explore the achievement gap, and develop strategies to improve the performance of our high needs students in the classroom and on the SAT.
- SHS teachers and administrators will continue to write ambitious SLO's that will promote student growth over the course of the year. SMART goals will be written for each SLO that target the growth of all students in specific performance bands based upon: historic data, pre-assessments, and standardized test performance where applicable
- Professional development sessions will be provided to our teachers relating to meeting the needs of all learners.

Indicator #7: Student Safety and Social/Emotional Well-Being

Focus Area 7:

Stakeholders express satisfaction with the district's efforts related to safety and social/emotional well-being, as measured by:

- Percentages of students responding favorably on the following Social/Emotional Security Indicators:
 - “If a student is bullied in school, how difficult is it for him or her to get help from an adult?”
 - “Overall, how much do you feel like you belong at your school?”
 - “How much respect do students at your school show you?”
 - “Overall, how safe do you feel at your school?”
- Percentages of stakeholders (staff and parents) responding favorably to the following Student Safety Indicators:
 - “Overall, how safe do you feel as a teacher at this school?” (staff)
 - “Overall, how safe does your child feel at this school?” (parents)

Strategy / What must occur to accomplish the goal: (If/Then)

- If students are provided a safe, physical environment in school, then they will be able to concentrate/actively engage in their learning.
- If students feel they are in schools with positive school climates, then they will be able to devote more time to their learning.
- If faculty and staff of the Simsbury Public Schools define and implement specific, measurable actions to address the physical and social/emotional security of students, then there will be an increase in positive school climate and students will feel safer in school.

SMART Goals:

As evidenced by the results from the Spring administration of the Panorama survey that was taken in 2017, favorability percentages will increase:

Secondary Students

Indicator	2018 Current	2018 Goal Favorability %	2017 Favorability %
If a student is bullied in your school, how difficult is it for him/her to get help from an adult?	67.7%	61%	67%
Overall, how much do you feel like you belong at your school?	48%	55%	45%
How much respect do students at your school show you?	50.6%	54%	44%
Overall, how safe do you feel at your school?	79.9%	78%	81%

Faculty and Parents

Indicator	2018 Current*	2019 Goal Favorability%	2017 Favorability %
Overall, how safe do you feel as a teacher at this school? (faculty)	NA	95%	92%
The principal makes safety a priority. (parents)	NA	NA	NA
Overall, how safe does your child feel at this school? (parents)	NA	95%	93%

**Note: We will plan to administer another survey in the Spring of 2019 for all stakeholder groups. In 2018, we will conduct a shorter survey using Google Forms with students in Grades 3, 5, 8, and 12 to gather comparison data on these climate questions as well as other matters related to school improvement.*

Results

Accomplishments:

This year we invested a substantial amount of energy into fostering a greater sense of physical and emotional safety within our school. Many projects and school-wide activities were conducted with a focus on improving student-to-student respect, compassion, and appreciation of differences:

- Our school hosted guest speaker Joelle Murchison who presented thought provoking information to our faculty members regarding cultural differences and the importance of understanding bias.
- Students participated in two in-depth sessions entitled “From Kindness to Consciousness.” Sixty students with varied interests and backgrounds shared their experiences related to respect for differences and worked collaboratively to identify four areas of focus that could be pursued in order to promote more respectful interactions between students.
- The school Diversity Committee continues their work to identify strategies to promote awareness and respect for differences throughout the school. Students were also invited to join the committee to inform their work and begin to address the action items identified in the Discovery Center training sessions.
- Mr. O’Brien met regularly with Student Council members to develop activities to promote kindness and a greater sense of school belonging.
- Students, staff, and community members came together to install the Simsbury Trojan outside of the main entrance. Students and staff members spoke during the dedication ceremony and spoke of the value of this artifact as a unifying addition to our school campus.
- The National Honor Society provided funds to install a water bottle filling station on the third floor.
- Ron the Drummer performed for the entire school and spoke about the importance of kindness and respect for differences.

Next Steps:

- Professional development for staff members with emphasis on proactive, positive interactions among all members of the SHS community; the development of strong relationships; and improving the sense of belonging within the school community for all students.
- Professional development relating to cultural competency, anxiety, and depression which will help staff members to better understand challenges and opportunities to provide support.
- The development of quarterly goals with a focus on building positive relationships throughout the building.
- The Trojan Code Committee will continue to promote a positive and welcoming school environment.
- Opportunities will continue to be made available for students to deepen their connections to the school by becoming engaged in our improvement projects such as the Hall of Fame, and leadership development programs offered through athletics and student activities.
- The Diversity Committee will work with student members to plan and conduct activities and programs staff and students to increase understanding and appreciation of the diversity that exists within our school and serves to make us stronger.
- Enhancements to safety resources, drills, and practices will be made to increase preparedness awareness of best practices regarding safety.

SIMSBURY HIGH SCHOOL QUALITY INDICATORS

Enrollment Summary

Enrollment Summary	2018 Current	Three-Year History		
		2017	2016	2015
Number of Graduates	340	360	359	372
Number of Graduates attending SHS for 4 years	312	310	333	343

Academic Indicators

SAT Performance (Juniors): CT Test Day		2018 Current	2017
Critical Reading & Writing	Simsbury	603.2	614
Mathematics	Simsbury	592.1	597
SAT Performance Seniors: Best Scores			
Critical Reading & Writing	Simsbury	627.6	608.1
Mathematics	Simsbury	619.7	607.1
Total	Simsbury	1247.3	1215.4

Advanced Placement	2018 Current	Three-Year History		
		2017	2016	2015
Percent of Seniors successfully completing at least one AP course before graduation	75.6	71	69	68
Total number of AP Exams taken (all students)	1060	1035	1039	947
Percent of AP Students scoring 3 or higher on at least one exam	85.6	81.6	82	79
Post-Secondary Plans	2018 Current	Three-Year History		
		2017	2016	2015
Percent of students pursuing four-year college	86.8	84.5	84.9	81.2
Percent of students pursuing two-year college	5.7	6.5	5.6	8
Percent of students accepted at Tier 1 colleges and universities (Barron's list)	23	23	17	20

Course Completion	2018 Current	Three-Year History		
		2017	2016	2015
Percent of students completing at least 3 credits of World Language	74.7	77	75	71
Percent of students completing Algebra 2 by graduation	92.3	94	95	92
Percent of students completing a math course beyond Algebra 2 by graduation	86.3	85	87	86
Number of students enrolled in Engineering	169	174	171	160
Number of students enrolled in Biomedical	228	232	250	199
Number of students enrolled in Visual Arts	393	384	371	448
Number of students enrolled in Music or Theater	356	356	345	328
Percent of students meeting or exceeding Grade 10 Connecticut Physical Fitness Standards	65	65	66	66
Other Quality Indicators	2018 Current	Three-Year History		
		2017	2016	2015
Special Education Prevalence Rate (percentage)	14.3	14.7	13.6	11.5

Character Indicators

	2018 Current	Three-Year History		
		2017	2016	2015
Percent of students successfully completing the Honor Code	85	89	90.8	88.2
School Attendance Rates (average daily attendance)	95.76	96	95.8	95.7
School Attendance Rates (percent of students attending 95% of school days)	74.98	77.7	77	75.7
Percent of students with no disciplinary offenses	80.65	81.8	82.3	80.3
Percent of students with no more than one disciplinary offense	91.0	91.3	92.5	91.2
Total number of participants in interscholastic athletics	1,703	1,441	1,477	1,490

PLC Questions (survey data)

Percent of Teachers who answered “agree” or “strongly agree” to the following statements on an annual survey:	2018 Current	Three-Year History		
		2017	2016	2015
My instructional practice has substantially improved as a result of participating in my primary PLC.	81.52	86.4	81.3	78.4
I have evidence that student learning is increasing as a result of the work of my primary PLC.	62.92	56.9	66.4	75.0

Outstanding Accomplishments

2017-2018

- One Ensign-Darling Vocal Fellow
- 1st, 2nd, 3rd and 4th place award winners at the Student Design CT Home Builder's competition
- Gold Medal Winner (1st place in CT) for COLT Poetry Contest – Latin
- 30 winners in National Latin Exam
- Scholastics Art Competition State Recognition
- 1 Avon Arts Association Scholarship (\$1,000.00 top prize)
- 1 Best in Show “Space & Place” Inter-district Avon Old Farms Show
- 2 Award recognitions in “Next” emerging Artists Inter-district Art Competition
- Donated \$400 to Doctors Without Borders- French NHS (3rd year in a row)
- Sponsored the education of a student in Haiti – French NHS (3rd year in a row)
- 4 students earned an all-expense paid trip to Washington DC to meet icons in the financial field and participate in tours of our Capitol.
- A team of students placed 5th in the Capitol Hill Stock Market Challenge
- Highly Respected Debate Team designation (CT Debate Association)
- Development of the Aspiring Writer's Club that worked together to inspire creative writing
- 2nd Place in New England Mathematics League – Hartford County
- 5 students participated in the Best Buddies International Leadership Conference in Bloomington, Indiana
- 32 winners at the FBLA State Conference
- Social Studies Teacher Melissa Russell earned a Red Cross Scholarship for organizing Blood Drives
- 3 COLT poetry contest Gold Medalists—Latin
- 30 award winners on the National Latin Exam
- FBLA Advisor of the Year—Deborah Manning
- A highly successful District Band Festival that included students in grades 5-12 and community members
- Two ensembles selected to perform at the State Music Educator's Conference (CMEA)
- A successful second Take Your Child to Work Day
- 17 students won a silver or bronze medal for the National French Exam
- Many Foreign Language students won the COLT poetry award.
- 16 Scholastic Art Award Winners – (includes Portfolio Awards)
- 30% of Principles of Biomedical Science students scored in the “Advanced” band on the national final exam
- A student won both regional and state History Day competitions earning the right to compete at the national level
- Outstanding school musicals
- Three students won “Director of the Year” for Unified Theater
- 7 Gold Keys, 5 Silver Keys, and 4 Honorable Mentions in the 2018 Connecticut Scholastic Art Awards
- 55 inducted NAHS members at the Art Show May of 2018
- 2 students exhibited artwork at the Connecticut Legislative Office Building

2017-18 Annual Report Concluding Remarks

As we look back upon the 2017-2018 school year the students and staff members of Simsbury High School have produced academic, athletic, and extra-curricular outcomes of which we can all be proud. Student participation and performance in Advanced Placement courses has reached all-time highs, teachers are seeing greater evidence of student achievement as a result of work accomplished within their professional learning communities, and the doors to our country's most highly selective colleges and universities are remaining open for our graduates. In addition to the data points presented within this report, our students have provided us with many other opportunities to celebrate their contributions in the classroom, on the field, and on the stage. Working alongside the members of our learning community is nothing short of exhilarating and remains a source of inspiration for all of us who have the good fortune of interacting with them on a regular basis.

Our dedication to preparing students for success in college and beyond remains firm and there is clear evidence of successes in this area. Completing college level work through participation in AP courses serves as an excellent way to prepare students for the rigors of college. AP participation rates grew substantially with 75.6% of our seniors successfully completing at least one AP course before graduation, and the percentage of students finding success in their AP courses rose to an all-time high of 85.6%. Tier 1 college acceptance rates remained high and stable at 23% and the percentage of students opting to go to college increased with more students favoring four-year programs. The SAT serves as another measure of college and career readiness. Our juniors outperformed students within their district reference group (DRG) in critical reading and writing, and average math scores were the second highest. While our scores were strong within the DRG and performance remained stable in math, scores in critical reading and writing declined when compared to prior classes and students meeting the college and career readiness benchmarks on both subject areas remained within .8 percentage points compared to the successes won in 2017. Moving forward we will carefully review the PSAT data for our underclassmen and fine tune our instructional practices in order to bolster student performance on the SAT and replicate the successes that we have enjoyed in AP.

Students made positive choices in 2017 with 91% of our students earning no more than one disciplinary referral, and 1,703 participants in interscholastic athletic programs. The "Pay-It-Forward" program was successful. Five hundred and fifty Trojan Code ticket recipients elected to forgo a reward for themselves, resulting in a combined gift of \$550.00 to the Gifts of Love community organization. Growth opportunities became apparent upon review of our data; the percentage of students completing the Honor Code, and the percentage of students attending 95% of school days. The administrative team will work in conjunction with our Trojan Code Committee and others to renew focus on the tenets of the Trojan Code, build supportive relationships, and develop strategies to promote more consistent attendance for those students who are frequently absent.

The instructional area of focus for 2017-2018 school year was assessment, with much of this work resulting in a transition away from end-of-course assessments and the development of mid- and end-of-year assessments. This reduced the overall number of assessments that students were faced with and increased instructional time, provided students and teachers with opportunities to measure progress towards the development of key skills, and set goals as students and teachers reflected upon their progress. Professional development offerings were diverse with many teachers opting to present lessons to their colleagues during professional development sessions on topics such as learning targets, mindfulness, diversity, Google Classroom, art, writing portfolios, and the strategic use of technology. Learning targets have been shown to significantly increase the achievement of students, and over the course of the 2017-2018 school-year department supervisors and building administrators worked collaboratively to build their capacity in the creation of learning targets. The coming year will bring opportunities for teachers to learn how to create learning targets within their classrooms and observe their peers across disciplines engaged in this powerful practice. Workshops and guest speakers will also be provided which will focus upon meeting the needs of all learners.

Student safety and social emotional wellbeing were special areas of focus for us last year. A multifaceted approach was taken to increase student-to-student respect, promote a greater sense of belonging, and enhance feelings of safety and support. Student Council and many other student organizations developed special events and programs. Guest speakers presented to students and to faculty members regarding differences and the power of kindness. Grants were secured for in-depth student explorations of kindness and respect in order to develop action plans to address areas of need. Staff

members wrote goals devoted to promoting positive relationships with their students, and many special events occurred over the course of the year promoting connections to our school and community such as: the Hall of Fame induction ceremony, the procurement and dedication of the Simsbury Trojan, and the creation of high energy and interest pep rallies. The results of the 2018 senior survey showed that students: felt it was easier to get assistance if they believed that they were bullied; had a greater sense of belonging; felt greater student to student respect; and had feelings of safety that were very close to the results that were obtained from seniors in the class of 2017. While gains were made in each of these areas, we fell short of the favorability percentage goals that were developed with the exception of student feelings of safety. The good work that was completed by our staff and students during the 2017-2018 school year will be built upon in 2018-2019 as student members join our Diversity Committee to act upon the areas of focus that were identified, teachers partner with Trojan Code Committee members to address connections, our Safety Committee develops new drills and resources while opening lines of communication and support for students, and we continue to build positive traditions to promote life-long connections to our school and community.

The 2017-2018 school year was a year of substantial growth for our students and staff members. Simsbury High School students continue to show that they possess the skills, self-discipline, and determination to succeed in high school and beyond. Our staff members have assumed leadership roles throughout the building and have embraced opportunities to share their expertise with their colleagues, and performance on established college and career readiness measures continues to be very strong. While we have enjoyed many victories, there are also clear areas of opportunity for the continued growth of our students and staff members, and we will capitalize on those opportunities in our Continuous Improvement Plan for 2018-2019.

Thank you very much for taking the time to read this report and for joining us as we embark on another incredible year of life changing experiences and accomplishments at Simsbury High School!

Sincerely,

Andrew O'Brien
Principal
Go Trojans!