

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



## Squadron Line School Simsbury School District

860-658-2251 • <http://www.simsbury.k12.ct.us/page.cfm?p=160>

### School Information

Grade Range PK-6  
Enrollment 659

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	316	48.0	48.1
Male	343	52.0	51.9
American Indian or Alaska Native	0	0.0	*
Asian	42	6.4	6.5
Black or African American	32	4.9	5.8
Hispanic or Latino	49	7.4	6.9
Pacific Islander	*	*	*
Two or More Races	*	*	2.6
White	509	77.2	78.1
English Language Learners	16	2.4	1.5
Eligible for Free or Reduced-Price Meals	55	8.3	9.5
Students with Disabilities <sup>1</sup>	106	16.1	13.5

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	7	2.4	*	*
Male	12	3.9	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	0.0
White	10	2.1	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	17.6	*	*
Students with Disabilities	6	7.9	*	*
School	19	3.2	*	*
District		5.3		2.3

**Number of students in 2015-16 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Squadron Line School

### Simsbury School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	37.5
Paraprofessional Instructional Assistants	7.6
<b>Special Education</b>	
Teachers and Instructors	10.6
Paraprofessional Instructional Assistants	29.6
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	2.7
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.2
Counselors, Social Workers and School Psychologists	3.2
School Nurses	1.8
Other Staff Providing Non-Instructional Services/Support	14.7

<sup>1</sup>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		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.2
Black or African American	2	2.6	0.7
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	74	97.4	97.5

### Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.7	7.2

## Instruction and Resources

### School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	991
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:45 AM
End Time	03:20 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	18	81.8
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	13	*
School	56	78.9
District		76.1

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2016-17

## Squadron Line School

### 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.

	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	87.6	22	87.6	7	*
Black or African American	18	*	18	*	*	*
Hispanic or Latino	27	74.0	27	69.7	8	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	274	85.7	274	79.3	71	73.4
English Language Learners	10	*	10	*	*	*
Non-English Language Learners	344	84.1	344	78.2	*	*
Eligible for Free or Reduced-Price Meals	24	58.0	24	55.7	9	*
Not Eligible for Free or Reduced-Price Meals	330	85.4	330	79.4	85	72.6
Students with Disabilities	35	57.0	35	52.9	10	*
Students without Disabilities	319	86.5	319	80.6	84	72.5
High Needs	55	60.6	55	57.3	17	*
Non-High Needs	299	87.8	299	81.6	77	74.3
School	354	83.5	354	77.8	94	70.5

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
<b>MATH</b>				
Connecticut	41%	36%	32%	
National Public	39%	32%	25%	

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.9	91.8	N/A	N/A	175	85.1
Curl Up	77.8	89.4	N/A	N/A	175	83.4
Push Up	63.3	82.4	N/A	N/A	175	72.6
Mile Run/PACER	65.6	76.5	N/A	N/A	175	70.9
All Tests - School	36.7	63.5	N/A	N/A	175	49.7
All Tests - District	49.2	63.5	63.0	64.7		60.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2016-17

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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	83.5	75	50.0	50	100.0	67.1
	High Needs Students	60.6	75	40.4	50	80.8	55.9
Math Performance Index	All Students	77.8	75	50.0	50	100.0	62.2
	High Needs Students	57.3	75	38.2	50	76.4	50.5
Science Performance	All Students	70.5	75	47.0	50	94.1	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	66.8%	100%	66.8	100	66.8	55.4%
	High Needs Students	36.6%	100%	36.6	100	36.6	49.8%
Math Academic Growth	All Students	77.4%	100%	77.4	100	77.4	61.7%
	High Needs Students	57.1%	100%	57.1	100	57.1	53.7%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.3%	<=5%	41.3	50	82.6	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.7%   49.7%	75%	33.1	50	66.3	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>588.1</b>	<b>800</b>	<b>73.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.6	14.4	16.6	
Math Performance Index Gap	75.0	57.3	17.7	18.5	
Science Performance Index Gap	74.3	N/A	.	16.5	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

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

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.9
	High Needs Students	93.3
Math	All Students	98.9
	High Needs Students	93.3
Science	All Students	98.9
	High Needs Students	.

#### Supporting Resources

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

<sup>3</sup>Minimum participation standard is 95%.