Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Henry James Memorial School

Simsbury School District

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School Information

Grade Range	**7-8**
Enrollment	**725**

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)

District and School Performance Reports

Special Education Annual Performance Reports

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Notes

Unless otherwise noted, all data are for 2013-14 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.

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, 2013 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	340	46.9	48.0
Male	385	53.1	52.0
American Indian	0	0.0	0.0
Asian	51	7.0	5.7
Black or African American	31	4.3	5.2
Hispanic or Latino	*	*	5.1
Pacific Islander	0	0.0	*
White	613	84.6	82.6
Two or More Races	*	*	*
English Language Learners	*	*	0.9
Eligible for Free or Reduced-Price Meals	53	7.3	8.5
Students with Disabilities[1]	92	12.7	11.9

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	19	5.7	10	2.9
Male	18	4.7	17	4.4
Black or African American	*	*	9	28.1
Hispanic or Latino	*	*	*	*
White	31	5.1	12	1.9
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	15.4	10	17.5
Students with Disabilities	13	14.0	10	10.1
School	37	5.2	27	3.7
District		6.1		1.6

Number of students in 2012-13 qualified as truant under state statute: 2

[2]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.

[3]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	49.6
Paraprofessional Instructional Assistants	2.8
Special Education	
Teachers and Instructors	5.7
Paraprofessional Instructional Assistants	11.7
Administrators, Coordinators and Department Chairs	
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	2.2
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	15.9

[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.

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Asian	0	0.0	1.4
Black or African American	1	1.2	0.7
Hispanic	0	0.0	0.5
Native American	0	0.0	0.0
White	80	98.8	97.3

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	100.0
School Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2012-13

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.1	7.3

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1004
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:32 AM
End Time	02:10 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	26	60.4
Other Health Impairment	22	81.4
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	60	65.2
District		71.5

[3]Ages 6-21

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Performance

School Performance Index (SPI)

A School Performance Index (SPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 88 because in a district with a SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	SPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	SPI	Target	Achieved
Black or African American	78.5	83.5	85.5	83.1		.	.	
Hispanic or Latino	90.9	88.7	89.9	93.1		.	.	
English Language Learners	.	.	.	.		.	.	
Eligible for Free or Reduced-Price Meals	82.2	77.3	79.0	82.5		.	.	
Students with Disabilities	78.3	76.3	70.9	78.9		.	.	
High Needs	81.4	78.9	75.8	82.0		.	.	
School	94.7	94.5	94.5	94.8		.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	.	.	91.0	.	334	91.0
Curl Up	.	.	93.1	.	334	93.1
Push Up	.	.	87.7	.	334	87.7
Mile Run/PACER	.	.	85.3	.	334	85.3
All Tests - School	.	.	73.1	.	334	73.1
All Tests - District	53.8	54.2	73.1	73.8		63.6

[2]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.

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