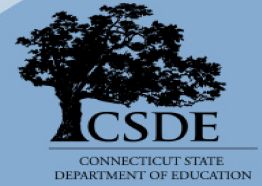


SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Henry James Memorial School Simsbury School District

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School Information

Grade Range **7-8**
Enrollment **689**

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.

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	323	46.9	48.1
Male	366	53.1	51.9
American Indian or Alaska Native	0	0.0	*
Asian	37	5.4	6.5
Black or African American	43	6.2	5.8
Hispanic or Latino	47	6.8	6.9
Pacific Islander	0	0.0	*
Two or More Races	13	1.9	2.6
White	549	79.7	78.1
English Language Learners	*	*	1.5
Eligible for Free or Reduced-Price Meals	75	10.9	9.5
Students with Disabilities ¹	83	12.0	13.5

¹Students 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	14	4.4	13	4.0
Male	23	6.3	26	7.0
Black or African American	*	*	16	35.6
Hispanic or Latino	*	*	*	*
White	29	5.3	17	3.1
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	16.0	16	20.0
Students with Disabilities	11	11.6	11	11.5
School	37	5.4	39	5.6
District		5.3		2.3

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

Number of school-based arrests: 0

²A 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.

³The 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	47.2
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	6.8
Paraprofessional Instructional Assistants	13.1
Administrators, Coordinators and Department Chairs	
School Level	4.9
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	5.4
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	16.8

¹In 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	1	1.3	1.2
Black or African American	1	1.3	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	76	97.4	97.5

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.2	7.2

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 Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	25	62.5
Other Health Impairment	18	78.3
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	56	67.5
District		76.1

³Ages 6-21

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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	37	88.6	37	84.1	16	*
Black or African American	43	58.9	43	50.8	24	49.9
Hispanic or Latino	47	72.5	47	61.6	29	64.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	7	*
White	534	80.9	526	74.2	260	68.3
English Language Learners	15	*	15	*	11	*
Non-English Language Learners	659	79.5	651	72.5	325	67.4
Eligible for Free or Reduced-Price Meals	73	62.7	72	55.1	35	57.4
Not Eligible for Free or Reduced-Price Meals	601	81.0	594	74.2	301	68.1
Students with Disabilities	88	55.5	84	44.6	48	52.3
Students without Disabilities	586	82.6	582	76.2	288	69.4
High Needs	150	60.5	145	52.1	80	56.0
Non-High Needs	524	84.4	521	77.8	256	70.4
School	674	79.0	666	72.2	336	67.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	81.8	N/A	324	81.8
Curl Up	N/A	N/A	92.3	N/A	324	92.3
Push Up	N/A	N/A	86.1	N/A	324	86.1
Mile Run/PACER	N/A	N/A	87.7	N/A	324	87.7
All Tests - School	N/A	N/A	63.0	N/A	324	63.0
All Tests - District	49.2	63.5	63.0	64.7		60.1

²The 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.

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

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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	79.0	75	50.0	50	100.0	67.1
	High Needs Students	60.5	75	40.3	50	80.7	55.9
Math Performance Index	All Students	72.2	75	48.1	50	96.2	62.2
	High Needs Students	52.1	75	34.8	50	69.5	50.5
Science Performance	All Students	67.0	75	44.7	50	89.3	55.3
	High Needs Students	56.0	75	37.3	50	74.6	45.2
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	55.4%
	High Needs Students	45.6%	100%	45.6	100	45.6	49.8%
Math Academic Growth	All Students	66.3%	100%	66.3	100	66.3	61.7%
	High Needs Students	53.4%	100%	53.4	100	53.4	53.7%
Chronic Absenteeism	All Students	5.4%	<=5%	49.2	50	98.5	9.9%
	High Needs Students	12.4%	<=5%	35.2	50	70.3	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		99.1%	94%	50.0	50	100.0	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)		95.6% 63.0%	75%	42.0	50	84.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				653.4	900	72.6	

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	75.0	60.5	14.5	16.6	
Math Performance Index Gap	75.0	52.1	22.9	18.5	
Science Performance Index Gap	70.4	56.0	14.5	16.5	
Graduation Rate Gap	

¹If 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.

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

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.1
	High Needs Students	96.8
Math	All Students	98.1
	High Needs Students	93.7
Science	All Students	99.4
	High Needs Students	98.8

Supporting Resources

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

³Minimum participation standard is 95%.