

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Henry James Memorial School Simsbury School District

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School Information

Grade Range **7-8**
Enrollment **655**

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	317	48.4	48.3
Male	338	51.6	51.7
American Indian or Alaska Native	0	0.0	*
Asian	46	7.0	6.5
Black or African American	36	5.5	5.9
Hispanic or Latino	46	7.0	8.0
Pacific Islander	0	0.0	*
Two or More Races	10	1.5	3.2
White	517	78.9	76.4
English Language Learners	*	*	1.5
Eligible for Free or Reduced-Price Meals	59	9.0	9.6
Students with Disabilities ¹	71	10.8	14.1

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	16	5.0	6	1.9
Male	19	5.7	30	8.9
Black or African American	*	*	8	22.9
Hispanic or Latino	*	*	*	*
White	27	5.3	25	4.9
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	10	13.9
Students with Disabilities	11	14.1	13	16.5
School	35	5.4	36	5.5
District		5.1		2.0

Number of students in 2016-17 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	46.1
Paraprofessional Instructional Assistants	4.4
Special Education	
Teachers and Instructors	6.8
Paraprofessional Instructional Assistants	9.2
Administrators, Coordinators and Department Chairs	
School Level	4.8
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	5.4
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	17.0

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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.3	1.0
Black or African American	1	1.3	0.5
Hispanic or Latino	0	0.0	0.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.3
White	75	97.4	97.8

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.6	7.8

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	946
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	20	66.7
Other Health Impairment	21	87.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	53	74.6
District		78.4

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	46	91.2	46	89.8
Black or African American	35	65.3	35	55.0
Hispanic or Latino	45	74.9	44	64.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	10	*	10	*
White	504	83.5	502	75.7
English Language Learners	9	*	9	*
Non-English Language Learners	631	82.7	628	75.0
Eligible for Free or Reduced-Price Meals	62	64.0	62	55.8
Not Eligible for Free or Reduced-Price Meals	578	84.3	575	76.7
Students with Disabilities	68	59.9	66	44.6
Students without Disabilities	572	85.0	571	78.1
High Needs	117	64.6	115	53.1
Non-High Needs	523	86.3	522	79.4
School	640	82.3	637	74.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	76.4	N/A	309	76.4
Curl Up	N/A	N/A	90.6	N/A	309	90.6
Push Up	N/A	N/A	76.4	N/A	309	76.4
Mile Run/PACER	N/A	N/A	76.7	N/A	309	76.7
All Tests - School	N/A	N/A	49.5	N/A	309	49.5
All Tests - District	51.9	61.0	49.5	64.4		56.9

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	82.3	75	50.0	50	100.0	67.6
	High Needs Students	64.6	75	43.1	50	86.2	57.5
Math Performance Index	All Students	74.7	75	49.8	50	99.5	62.7
	High Needs Students	53.1	75	35.4	50	70.8	52.0
ELA Academic Growth	All Students	63.8%	100%	63.8	100	63.8	60.7%
	High Needs Students	55.5%	100%	55.5	100	55.5	55.6%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	61.9%
	High Needs Students	41.8%	100%	41.8	100	41.8	55.4%
Chronic Absenteeism	All Students	5.4%	<=5%	49.3	50	98.6	10.7%
	High Needs Students	8.9%	<=5%	42.3	50	84.5	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		87.8% 49.5%	75%	16.5	50	33.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				557.4	800	69.7	

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	64.6	10.4	15.6	
Math Performance Index Gap	75.0	53.1	21.9	17.7	
Science Performance Index Gap	.	N/A	.	.	
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	98.8
	High Needs Students	93.8
Math	All Students	98.5
	High Needs Students	93.0
Science	All Students	98.0
	High Needs Students	93.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.