

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



Henry James Memorial School Simsbury School District

860-651-3341 • www.simsbury.k12.ct.us/page.cfm?p=34

School Information

Grade Range	7-8
Enrollment	620
Per Pupil Expenditures ¹	\$18,244
Total Expenditures ¹	\$11,603,472

¹ Expenditure data reflect the 2021-22 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	311	50.2	*
Male	309	49.8	51.4
Non-Binary	0	0.0	*
American Indian or Alaska Native	0	0.0	*
Asian	51	8.2	6.5
Black or African American	33	5.3	5.7
Hispanic or Latino of any race	69	11.1	11.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	30	4.8	5.3
White	437	70.5	71.2
English Learners/Multilingual Learners	*	*	1.9
Eligible for Free or Reduced-Price Meals	102	16.5	15.6
Students with Disabilities ²	94	15.2	17.0

² Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	39	12.7	7	2.2
Male	37	11.9	32	10.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	8	23.5
Hispanic or Latino of any race	15	21.7	9	12.7
White	55	12.6	17	3.8
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	28	27.7	21	18.6
Students with Disabilities	29	25.9	19	15.8
School	76	12.3	39	6.2
District		12.2		2.8

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

³ A student is chronically absent if they miss 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.

⁴ This column displays 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	45.5
Paraprofessional Instructional Assistants	4.7
Special Education	
Teachers and Instructors	7.4
Paraprofessional Instructional Assistants	10.7
Administrators, Coordinators and Department Chairs	
School Level	5.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	6.4
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	18.6

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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	2.6	1.5
Black or African American	1	1.3	2.0
Hispanic or Latino of any race	2	2.6	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	72	93.5	95.3

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.3	10.9

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$7,795,951	\$12,258
Support Services - Students	\$1,285,316	\$2,021
Improvement of Instruction	\$24,859	\$39
Library and Media Services	\$205,510	\$323
Support Services - Instruction	\$410,856	\$646
Support Services - School-Based	\$663,780	\$1,044
Operation and Maintenance of Plant	\$1,217,200	\$1,914
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$11,603,472	\$18,244

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,325.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	11	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	36	97.3
Other Health Impairment	24	96.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	82	87.2
District		83.9

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	957
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:32 AM
End Time	02:10 PM

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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	51	84.5	51	89.2	19	*
Black or African American	32	62.5	32	54.5	16	*
Hispanic or Latino of any race	67	68.3	67	64.0	25	69.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	28	77.0	28	75.8	14	*
White	412	77.5	410	74.0	240	76.4
English Learners/Multilingual Learners	19	*	19	*	6	*
Non-English Learners/Non-Multilingual Learners	571	76.8	569	73.5	308	76.5
Eligible for Free or Reduced-Price Meals	99	63.4	99	61.1	49	69.6
Not Eligible for Free or Reduced-Price Meals	491	78.8	489	75.6	265	77.6
Students with Disabilities	88	53.6	87	50.6	51	60.5
Students without Disabilities	502	80.2	501	77.1	263	79.4
High Needs	166	61.2	165	59.3	87	66.5
Non-High Needs	424	82.1	423	78.6	227	80.1
School	590	76.2	588	73.2	314	76.3

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Grade 4			
Connecticut	37	30	32
National Public	35	26	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

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	83.6	N/A	323	83.6
Curl Up	N/A	N/A	86.4	N/A	323	86.4
Push Up	N/A	N/A	78.0	N/A	323	78.0
Mile Run/PACER	N/A	N/A	71.1	N/A	322	71.1
All Tests - School	N/A	N/A	52.2	N/A	322	52.2
All Tests - District	45.8	46.0	52.2	44.8		47.3

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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	76.2	75	50.0	50	100.0	63.9
	High Needs Students	61.2	75	40.8	50	81.6	54.1
Math Performance Index	All Students	73.2	75	48.8	50	97.6	59.7
	High Needs Students	59.3	75	39.5	50	79.0	48.9
Science Performance Index	All Students	76.3	75	50.0	50	100.0	61.6
	High Needs Students	66.5	75	44.4	50	88.7	51.1
ELA Academic Growth	All Students	49.7%	100%	49.7	100	49.7	57.2%
	High Needs Students	37.0%	100%	37.0	100	37.0	52.5%
Math Academic Growth	All Students	61.6%	100%	61.6	100	61.6	61.8%
	High Needs Students	50.2%	100%	50.2	100	50.2	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	12.3%	<=5%	35.4	50	70.7	20.0%
	High Needs Students	25.0%	<=5%	10.0	50	20.0	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		98.2% 52.2%	75%	34.8	50	69.6	93.0% 45.5%
Arts Access		.	60%	.	.	.	54.5%
Accountability Index				602.1	900	66.9	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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?					N
ELA Performance Index Gap	75.0	61.2	13.8	17.0	
Math Performance Index Gap	75.0	59.3	15.7	18.6	
Science Performance Index Gap	75.0	66.5	8.5	18.6	
Graduation Rate Gap	

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.8
	High Needs Students	90.4
Math	All Students	96.5
	High Needs Students	89.8
Science	All Students	97.3
	High Needs Students	92.7

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>