

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



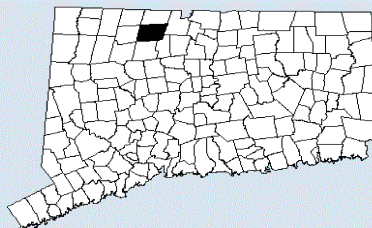
## Barkhamsted School District

Mr. Jeffrey Linton, Superintendent • 860-738-4016 • <http://www.barkhamstedschool.org>

### District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	317
Per Pupil Expenditures <sup>1</sup>	\$13,399
Total Expenditures <sup>1</sup>	\$4,140,402

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### 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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.  
In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).  
State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	145	45.7	48.3
Male	172	54.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	307	96.8	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	29	9.1	37.6
Students with Disabilities <sup>1</sup>	49	15.5	13.3

<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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	*	*
White	6	2.1	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	6	2.0	*	*
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 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.

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	21.7
Paraprofessional Instructional Assistants	3.8
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	10.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.2

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	28	100.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.2

### Instruction and Resources

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

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	7	*
Other Disabilities	0	0
Speech/Language Impairment	8	*
District	24	64.9
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	12	4.0	4.4
Other Health Impairment	7	2.3	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	13	4.3	1.9
All Disabilities	37	12.3	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,530,127	8,268	9,134
Instructional Supplies and Equipment	72,868	238	334
Improvement of Instruction and Educational Media Services	197,217	645	498
Student Support Services	53,743	176	1,001
Administration and Support Services	462,787	1,512	1,694
Plant Operation and Maintenance	425,058	1,389	1,572
Transportation	270,010	445	813
Costs of Students Tuitioned Out	128,148	N/A	N/A
Other	444	1	186
Total	4,140,402	13,399	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	55,166	6.5	35.1
Noncertified Personnel	33,906	4.0	14.2
Purchased Services	584,209	68.7	5.2
Tuition to Other Schools	111,968	13.2	22.0
Special Ed. Transportation	35,871	4.2	8.6
Other Expenditures	29,768	3.5	14.9
Total Expenditures	850,888	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.8	75.8
State	21.3	21.3
Federal	2.9	2.9
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	*	*	*	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	188	75.2	187	62.5	44	59.6
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	194	75.1	193	62.2	46	60.4
Eligible for Free or Reduced-Price Meals	18	*	18	*	*	*
Not Eligible for Free or Reduced-Price Meals	176	76.2	175	63.6	*	*
Students with Disabilities	39	59.4	39	45.1	9	*
Students without Disabilities	155	79.0	154	66.5	37	63.9
High Needs	48	62.0	48	47.1	11	*
Non-High Needs	146	79.4	145	67.2	35	63.8
District	194	75.1	193	62.2	46	60.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<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	79.2	73.3	N/A	N/A	108	75.9
Curl Up	79.2	81.7	N/A	N/A	108	80.6
Push Up	72.9	66.7	N/A	N/A	108	69.4
Mile Run/PACER	68.8	66.7	N/A	N/A	108	67.6
All Tests - District	47.9	43.3	N/A	N/A	108	45.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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.

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75.1	75	100.0	100	100.0	67.9
	High Needs Students	62.0	75	82.7	100	82.7	56.7
Math Performance Index	All Students	62.2	75	82.9	100	82.9	59.3
	High Needs Students	47.1	75	62.8	100	62.8	47.8
Science Performance Index	All Students	60.4	75	80.6	100	80.6	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	2.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	4.9%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		98.2%   45.4%	75%	30.2	50	60.5	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>539.2</b>	<b>650</b>	<b>83.0</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?					Y
ELA Performance Index Gap	75.0	62.0	13.0	17.3	
Math Performance Index Gap	67.2	47.1	20.0	19.6	
Science Performance Index Gap	63.8	N/A	.	17.2	
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), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.6
	High Needs Students	96.2
Math	All Students	96.1
	High Needs Students	96.2
Science	All Students	100.0
	High Needs Students	.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 46.2      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

School improvement is an ongoing process at The Barkhamsted School. During the school year 2014-2015, our efforts to improve special education and RTI programs for students began by adding the services of a .5 FTE Math Interventionist. The Math Interventionist provided additional math instruction and data collection in connection with our new math program that was implemented to meet the needs of the Connecticut Common Core Standards. The individualized instruction that was provided by the Math Interventionist bridged the gap between our RTI and Special Education services in the area of math.

Efforts to prevent truancy were addressed by informing parents of the new state requirements for school attendance. Letters to parents, as well as notices in the school newsletter, were used to inform parents of the importance of school attendance. In addition, the school nurse worked closely with families to educate them on school attendance policies.

Engaging families in student learning has been a school-wide goal for the 2014-2015 school year. Every certified professional was required to create a goal around positive communication with parents. As a result, teachers communicated with parents through phone calls, emails, or written monthly updates. Parents were encouraged to respond to these positive communications. Additionally, The Barkhamsted School continued its Positive Behavior Intervention System with the motto of S.O.A.R. to Success. Parents and students have been educated on the school-wide behavior expectations of the program. This system of behavior has benefited all students as all staff members have actively taught the expectations to students throughout the school year. Data is collected and reviewed on a monthly basis by staff members to determine grade levels, locations, or individuals that need additional support.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Efforts to reduce racial, ethnic, and economic isolation are through curricular and extra-curricular activities. Curricular activities revolve around cultural studies in primary grades. Holidays around the world and Native American studies expose children to cultures and traditions that are different from their own but that they can relate to. Upper elementary students dive deeper into different cultures by studying the immigration of various ethnic groups to both the East and West coast during the Industrial Revolution. Students read historical novels, study primary resources, visit a working textile mill, read poetry from the time period, perform skits, and visit Ellis Island. During all of these activities, students focus on the impact of culture and ethnicity on the people who immigrated to America and how these groups have impacted the shaping of our country.

In addition to these curricular units, students participate in other extra-curricular activities that give them an understanding of students around the globe. Students at The Barkhamsted School have participated in a variety of pen-pal type activities where they write to and exchange information with students across the country and around the world. Some activities include an element of art as students created a large wall mural by coloring just a small piece of the mural and sent it to other students across the country. In return, they received pieces of the mural from other students from a variety of states and from parts of Canada. Another pen-pal activity had students writing to students in an urban district outside of Washington, D.C. Students exchanged information about healthy habits including, diet and exercise in an urban vs. rural setting. Students have also used technology such as Skype to explore the geography of the United States. They team up to participate in a "Mystery Skype" activity where they use a web camera to communicate with students in a mystery location, then use a "20 questions" format to identify the location of the students they are speaking with. Students must have a basic understanding of the geography of the country, as well as conduct research on the fly to narrow down the location.

# District Profile and Performance Report for School Year 2014-15

## Barkhamsted School District

### **Equitable Allocation of Resources among District Schools**

The Town of Barkhamsted maintains only one school, The Barkhamsted School, which is a K-6 elementary school. All resources from the Board of Education budget are allocated to The Barkhamsted School.