

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



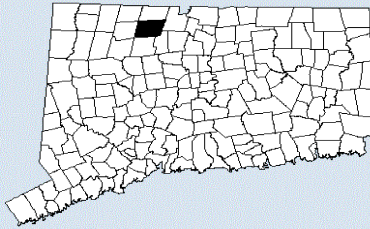
## Barkhamsted School District

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

### District Information

|                                     |             |
|-------------------------------------|-------------|
| Grade Range                         | PK-6        |
| Number of Schools                   | 3           |
| Enrollment                          | 307         |
| Per Pupil Expenditures <sup>1</sup> | \$11,469    |
| Total Expenditures <sup>1</sup>     | \$4,002,601 |

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

|  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 135   | 44.0                                | 48.3                             |
| Male                                     | 172   | 56.0                                | 51.6                             |
| American Indian                          | 0     | 0.0                                 | 0.2                              |
| Asian                                    | *     | *                                   | 4.6                              |
| Black or African American                | *     | *                                   | 12.9                             |
| Hispanic or Latino                       | *     | *                                   | 21.2                             |
| Pacific Islander                         | 0     | 0.0                                 | 0.0                              |
| White                                    | 298   | 97.1                                | 58.4                             |
| Two or More Races                        | *     | *                                   | 2.3                              |
| English Language Learners                | *     | *                                   | 5.7                              |
| Eligible for Free or Reduced-Price Meals | 24    | 7.8                                 | 37.3                             |
| Students with Disabilities <sup>1</sup>  | 44    | 14.3                                | 12.8                             |

<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<br>Absenteeism <sup>2</sup> |          | Suspension/<br>Expulsion <sup>3</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | Count                               | Rate (%) | Count                                 | Rate (%) |
| Female                                   | *                                   | *        | 0                                     | 0.0      |
| Male                                     | *                                   | *        | *                                     | *        |
| Black or African American                | *                                   | *        | 0                                     | *        |
| Hispanic or Latino                       | 0                                   | *        | 0                                     | *        |
| White                                    | *                                   | *        | *                                     | *        |
| English Language Learners                | 0                                   | *        | 0                                     | *        |
| Eligible for Free or Reduced-Price Meals | 0                                   | 0.0      | *                                     | *        |
| Students with Disabilities               | *                                   | *        | *                                     | *        |
| District                                 | 10                                  | 3.5      | *                                     | *        |
| State                                    |                                     | 10.8     |                                       | 7.4      |

**Number of students in 2012-13 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 2013-14

## Barkhamsted School District

### Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 20.5 |
| Paraprofessional Instructional Assistants                 | 2.8  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 3.0  |
| Paraprofessional Instructional Assistants                 | 7.6  |
| <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            | 1.5  |
| Counselors, Social Workers and School Psychologists       | 1.4  |
| School Nurses   | 1.0  |
| Other Staff Providing Non-Instructional Services/Support  | 13.6 |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian                     | 0     | 0                                   | 1.0                              |
| Black or African American | 0     | 0                                   | 3.5                              |
| Hispanic                  | 0     | 0                                   | 3.6                              |
| Native American           | 0     | 0                                   | 0.1                              |
| White                     | 32    | 100.0                               | 91.7                             |

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

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

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

#### Classroom Teacher Attendance: 2012-13

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.3     | 9.3   |

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | N/A   | N/A      |
| Emotional Disturbance      | N/A   | N/A      |
| Intellectual Disability    | N/A   | N/A      |
| Learning Disability        | 12    | *        |
| Other Health Impairment    | *     | *        |
| Other Disabilities         | 0     | 0        |
| Speech/Language Impairment | *     | *        |
| District                   | 25    | 71.4     |
| State                      |       | 69.2     |

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Barkhamsted School District

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

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 0        | 0        | 1.4      |
| Emotional Disturbance      | 0        | 0        | 1.0      |
| Intellectual Disability    | 0        | 0        | 0.4      |
| Learning Disability        | 15       | 5.1      | 4.2      |
| Other Health Impairment    | *        | *        | 2.5      |
| Other Disabilities         | *        | *        | 1.0      |
| Speech/Language Impairment | 16       | 5.4      | 1.9      |
| All Disabilities           | 36       | 12.2     | 12.4     |

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

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

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | *        | *        | 2.8      |
| Private Schools or Other Settings | *        | *        | 8.1      |

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

### Overall Expenditures:<sup>3</sup> 2012-13

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 2,557,613  | 7,328         | 8,769      |
| Instructional Supplies and Equipment                      | 40,472     | 116           | 275        |
| Improvement of Instruction and Educational Media Services | 158,624    | 455           | 487        |
| Student Support Services                                  | 52,808     | 151           | 965        |
| Administration and Support Services                       | 442,772    | 1,269         | 1,600      |
| Plant Operation and Maintenance                           | 400,895    | 1,149         | 1,472      |
| Transportation  | 295,329    | 451           | 786        |
| Costs of Students Tuitioned Out                           | 54,088     | N/A           | N/A        |
| Other   | 0          | 0             | 178        |
| Total   | 4,002,601  | 11,469        | 14,642     |

#### Additional Expenditures

|                                   |   |   |       |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,434 |
|-----------------------------------|---|---|-------|

<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: 2012-13

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 53,978     | 7.0                  | 35.6                 |
| Noncertified Personnel     | 37,904     | 4.9                  | 14.5                 |
| Purchased Services         | 570,549    | 74.1                 | 5.0                  |
| Tuition to Other Schools   | 50,163     | 6.5                  | 21.4                 |
| Special Ed. Transportation | 29,415     | 3.8                  | 8.5                  |
| Other Expenditures         | 27,656     | 3.6                  | 14.9                 |
| Total Expenditures         | 769,665    | 100.0                | 100.0                |

|   |      |      |
|---|------|------|
| PK-12 Expenditures Used for Special Education | 19.2 | 21.9 |
|---|------|------|

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 74.0                          | 74.0                          |
| State           | 23.2                          | 23.2                          |
| Federal         | 2.8                           | 2.8                           |
| 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 2013-14

## Barkhamsted School District

### Performance

#### District Performance Index (DPI)

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

| CMT                                      | DPI     |         |         |         | 2013-14 |     |        |          | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count   | DPI | Target | Achieved |   |
| Black or African American                | .       | .       | .       | .       | .       | .   | .      | .        |   |
| Hispanic or Latino                       | .       | .       | .       | .       | .       | .   | .      | .        |   |
| English Language Learners                | .       | .       | .       | .       | .       | .   | .      | .        |   |
| Eligible for Free or Reduced-Price Meals | .       | .       | .       | .       | .       | .   | .      | .        |   |
| Students with Disabilities               | 68.5    | 81.3    | 74.1    | 68.5    | .       | .   | .      | .        |   |
| High Needs                               | 75.3    | 85.5    | 76.5    | 73.2    | .       | .   | .      | .        |   |
| District                                 | 89.4    | 92.2    | 90.7    | 89.3    | .       | .   | .      | .        |   |

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

| 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%      |

<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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by |      |      | All Tested Grades |          |
|----------------------|------------------------|------|------|-------------------|----------|
|                      | 4                      | 6    | 8    | Count             | Rate (%) |
| Sit & Reach          | 74.4                   | 75.0 | N/A  | 79                | 74.7     |
| Curl Up              | 88.4                   | 91.7 | N/A  | 79                | 89.9     |
| Push Up              | 53.5                   | 66.7 | N/A  | 79                | 59.5     |
| Mile Run/PACER       | 67.4                   | 66.7 | N/A  | 79                | 67.1     |
| All Tests - District | 41.9                   | 47.2 | N/A  | 79                | 44.3     |
| All Tests - State    | 50.2                   | 50.7 | 50.3 |                   | 51.1     |

<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 2013-14

## 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 2013-14, our efforts to improve special education programs for students began with increasing the service hours of our School Psychologist to full-time status. This increase in time has been used to improve our RTI process. With a full-time school psychologist we have been able to look closely at our RTI process and provide for interventions for students before their gap in learning becomes too large to address in the general education setting. In addition, having a full-time psychologist has allowed us to schedule regular lessons for all students on a monthly basis to address issues such as: bullying prevention, stress management, organizational skills, friendship issues, peer pressure, rumors and tattling vs. telling.

Efforts to prevent truancy were addressed by informing parents of the new state requirements for school attendance. Parents were informed of the change in the spring of 2014 to prepare them for the new policy for the 2014-15 school year.

Engaging families in student learning was a school-wide goal for the 2013-14 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 implemented a Positive Behavior Intervention System (PBIS) 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. The program resulted in a reduction of office referrals by more than 50%. 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 initiated through curricular and extra-curricular activities. Curricular activities revolve around cultural studies in the primary grades. Holidays around the world and Native American studies expose children to cultures and traditions that are different from their own but to which they can relate. Upper elementary students dive deeper in 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 sources, 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 both the people who immigrated to America and how these groups have shaped our country.

In addition to these curricular activities, 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 create a large wall mural by coloring just a small piece of the mural and sending it to other students across the country. In return, they receive pieces of the mural from other students in other states and parts of Canada. Another pen-pal activity has students writing to students in an urban district outside of Washington, DC. Students exchange information about healthy habits including diet and exercise in an urban vs. a rural setting. Students have also used technology such as Skype to explore the geography of the United States. Students team up to participate in a "Mystery Skype" activity where they use a web camera to communicate with students in a mystery location. They then use a 20 questions format to identify the location of the students at another school. Students must have a basic understanding of the geography of the country as well as be able to research on the fly to narrow down the location.

# District Profile and Performance Report for School Year 2013-14

## Barkhamsted School District

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

The Town of Barkhamsted maintains only one school; The Barkhamsted School. All resources from the Board of Education budget are allocated to The Barkhamsted School.