

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



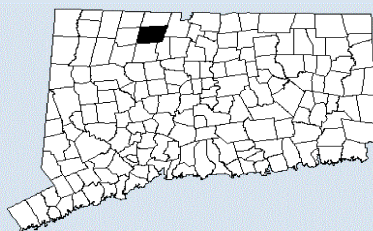
## Barkhamsted School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	248
Per Pupil Expenditures <sup>1</sup>	\$17,239
Total Expenditures <sup>1</sup>	\$4,413,086

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### 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 district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	124	50.0	48.4
Male	124	50.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	6	2.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	8	3.2	3.3
White	232	93.5	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	27	10.9	36.7
Students with Disabilities <sup>1</sup>	58	23.4	14.8

<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 Absenteeism <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	7	3.3	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	7	3.1	0	0.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 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 2017-18

## Barkhamsted School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	17.9
Paraprofessional Instructional Assistants	3.2
<b>Special Education</b>	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	15.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.4
School Level	1.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.9
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.0

<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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	26	100.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.5	10.5

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	19	86.4
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	8	*
District	36	85.7
State		68.6

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

# District Profile and Performance Report for School Year 2017-18

## Barkhamsted School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	22	9.6	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	12	5.2	1.8
All Disabilities	44	19.1	14.5

<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	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,581,050	10,122	9,847
Instructional Supplies and Equipment	54,260	213	287
Improvement of Instruction and Educational Media Services	166,826	654	589
Student Support Services	62,645	246	1,120
Administration and Support Services	540,863	2,121	1,905
Plant Operation and Maintenance	568,392	2,229	1,648
Transportation	286,914	533	904
Costs of Students Tuitioned Out	149,394	N/A	N/A
Other	2,742	11	208
Total	4,413,086	17,239	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	736,457	2,888	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	63,535	6.5	33.8
Noncertified Personnel	20,780	2.1	14.5
Purchased Services	691,982	70.9	5.5
Tuition to Other Schools	132,074	13.5	23.4
Special Ed. Transportation	40,256	4.1	8.7
Other Expenditures	26,761	2.7	14.1
Total Expenditures	975,388	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.6	80.1
State	18.1	17.3
Federal	1.9	2.2
Tuition & Other	0.4	0.4

<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 2017-18

## 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.

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	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	136	73.7	135	63.3
English Learners	*	*	*	*
Non-English Learners	139	73.8	138	63.6
Eligible for Free or Reduced-Price Meals	29	67.2	29	57.3
Not Eligible for Free or Reduced-Price Meals	111	75.7	110	65.3
Students with Disabilities	34	62.4	33	49.5
Students without Disabilities	106	77.6	106	68.0
High Needs	52	65.6	51	54.3
Non-High Needs	88	78.9	88	69.0
District	140	73.9	139	63.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	81.3	85.1	N/A	N/A	79	83.5
Curl Up	75.0	76.6	N/A	N/A	79	75.9
Push Up	59.4	76.6	N/A	N/A	79	69.6
Mile Run/PACER	65.6	51.1	N/A	N/A	79	57.0
All Tests - District	43.8	40.4	N/A	N/A	79	41.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Barkhamsted School District

### 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	73.9	75	49.3	50	98.6	67.6
	High Needs Students	65.6	75	43.7	50	87.4	57.5
Math Performance Index	All Students	63.6	75	42.4	50	84.8	62.7
	High Needs Students	54.3	75	36.2	50	72.4	52.0
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	60.7%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.6%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.9%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.4%
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	2.9%	<=5%	50.0	50	100.0	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		N/A	94%	0.0	0	0.0	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)		100.0%   41.8%	75%	27.8	50	55.7	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>534.1</b>	<b>750</b>	<b>71.2</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?					N
ELA Performance Index Gap	75.0	65.6	9.4	15.9	
Math Performance Index Gap	69.0	54.3	14.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
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), the ultimate target is used for gap calculations.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	94.0
	High Needs Students	89.8
Math	All Students	93.4
	High Needs Students	88.1
Science	All Students	95.1
	High Needs Students	.

<sup>3</sup>Minimum participation standard is 95%.

### 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: \***      **State: 51.5**

#### 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 2017-18

## Barkhamsted School District

### Narratives

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

School improvement is an on-going process at The Barkhamsted School. During the school year 2017-18, our focus was to improve math instruction across the grade levels. Our math coach attended the NCTM National Convention and then began to educate and train teachers in Number Talks and Inquiry Based Learning. The result has been increased numeracy skills in grades K-3. Smarter Balanced Interim Assessments were used as a way to inform instruction. Teachers used the whole group instruction with interim assessment items as well as administering individual assessments to help students gain an understanding of the Smarter Balanced language. 2017-2018 was the first year of full implementation of the Writer's Workshop in grades K-6. Teachers received professional development throughout the school year. Students were highly successful with the writing program. Engaging families in student learning has been a school-wide goal for the 2017-2018 school year. Every certified teacher 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 and were surveyed to assess the level of communication. The results show that parents received communication in multiple forms and the frequency of communication was highly effective. In response to the survey, our school website was rebuilt to be more user friendly for parents. Certified staff also created personal homepages as a way to communicate events and happenings in their classrooms.

The Barkhamsted School continued its Positive Behavior Intervention System (PBIS) with the motto of S.O.A.R. to Success. This system of behavior has benefited all students as the expectations have been actively taught to students throughout the school year. Data is collected and reviewed on a monthly basis to determine grade levels, locations, or individuals that need additional support.

In the 2017-18 school year, S.O.A.R. leaders were added to our S.O.A.R. program. Students who demonstrate consistent positive behavior were nominated by their peers to become leaders. They perform many tasks in the school including: having a Kindergarten "buddy" and riding with them on the bus, act as peer mentors, assist teachers with special activities, and writing digital behavior expectations for our behavior matrix.

For students who struggle with the behavior expectations, we have created a Student Support Center that provides a safe place for students to receive extra support and teaching of behavior expectations, coping skills and social skills and provided students who need a flexible schedule to be more successful throughout the school day. The Barkhamsted School has worked to increase social emotional skills and support for all students. A full-time psychologist and part-time social worker have teamed up to create monthly classroom lessons around typical childhood issues. We piloted DARE for grade 6 students, taught by the Resident State Trooper and Health Teacher. Efforts to prevent truancy were addressed by informing parents of the state requirements for attendance. Letters, notices and school newsletter were used to remind parents of regular attendance. The school nurse worked closely with families to prevent absenteeism.

#### 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 coasts 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 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 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 a variety of 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. 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 web cameras to communicate with students in a mystery location, then use a 20 questions format to identify the location of the students they are talking to. Students must have a basic understanding of the geography of the country, as well as research on the fly to narrow down the location.

# District Profile and Performance Report for School Year 2017-18

## 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.