

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



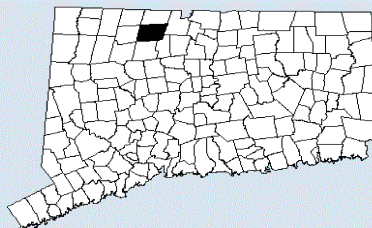
Barkhamsted School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	255
Per Pupil Expenditures ¹	\$17,098
Total Expenditures ¹	\$4,804,441

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	129	50.6	48.4
Male	126	49.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	6	2.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	243	95.3	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	20	7.8	35.9
Students with Disabilities ¹	54	21.2	14.3

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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	9	4.0	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	9	3.8	*	*
State		9.9		6.7

Number of students in 2015-16 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	18.9
Paraprofessional Instructional Assistants	3.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	13.9
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.2

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	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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	27	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	15	75.0
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
District	32	78.0
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	20	8.5	4.9
Other Health Impairment	8	3.4	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	4.7	1.8
All Disabilities	44	18.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,631,832	9,202	9,663
Instructional Supplies and Equipment	47,585	166	321
Improvement of Instruction and Educational Media Services	228,250	798	578
Student Support Services	58,977	206	1,103
Administration and Support Services	537,267	1,879	1,861
Plant Operation and Maintenance	851,671	2,978	1,637
Transportation	280,988	481	877
Costs of Students Tuitioned Out	167,871	N/A	N/A
Other	0	0	201
Total	4,804,441	17,098	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,021,408	3,571	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	61,684	6.4	34.6
Noncertified Personnel	18,596	1.9	14.6
Purchased Services	668,188	69.4	5.8
Tuition to Other Schools	155,256	16.1	21.8
Special Ed. Transportation	32,736	3.4	8.5
Other Expenditures	26,054	2.7	14.7
Total Expenditures	962,514	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.5	78.9
State	22.9	17.9
Federal	2.1	2.5
Tuition & Other	0.5	0.7

⁴Revenue 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).

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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	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	150	74.8	149	62.8	42	55.0
English Learners	*	*	*	*	0	N/A
Non-English Learners	151	75.0	150	62.8	43	55.5
Eligible for Free or Reduced-Price Meals	17	*	16	*	7	*
Not Eligible for Free or Reduced-Price Meals	135	77.0	135	64.5	36	58.0
Students with Disabilities	33	63.5	32	49.4	8	*
Students without Disabilities	119	78.3	119	66.5	35	57.9
High Needs	44	64.1	43	50.5	13	*
Non-High Needs	108	79.5	108	67.8	30	60.1
District	152	75.1	151	62.9	43	55.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	88.9	66.7	N/A	N/A	84	76.2
Curl Up	75.0	60.4	N/A	N/A	84	66.7
Push Up	61.1	64.6	N/A	N/A	84	63.1
Mile Run/PACER	38.9	52.1	N/A	N/A	84	46.4
All Tests - District	27.8	29.2	N/A	N/A	84	28.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.1	75	50.0	50	100.0	67.1
	High Needs Students	64.1	75	42.7	50	85.4	55.9
Math Performance Index	All Students	62.9	75	41.9	50	83.9	62.2
	High Needs Students	50.5	75	33.7	50	67.4	50.5
Science Performance	All Students	55.5	75	37.0	50	74.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	67.1%	100%	67.1	100	67.1	55.4%
	High Needs Students	62.6%	100%	62.6	100	62.6	49.8%
Math Academic Growth	All Students	65.5%	100%	65.5	100	65.5	61.7%
	High Needs Students	55.3%	100%	55.3	100	55.3	53.7%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	6.1%	<=5%	47.9	50	95.8	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.6% 28.6%	75%	19.0	50	38.1	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				572.7	800	71.6	

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	64.1	10.9	16.7	
Math Performance Index Gap	67.8	50.5	17.3	18.7	
Science Performance Index Gap	60.1	N/A	.	16.6	
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	95.2
	High Needs Students	90.2
Math	All Students	94.6
	High Needs Students	88.2
Science	All Students	91.5
	High Needs Students	.

³Minimum 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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

School improvement is an on-going process at The Barkhamsted School. During the school year 2016-17, 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. 2016-2017 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 2016-2017 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 2016-17 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.

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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.