

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



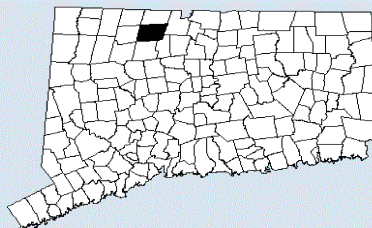
Barkhamsted School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	219
Per Pupil Expenditures ¹	\$18,051
Total Expenditures ¹	\$4,278,033

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 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.

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

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	113	51.6	48.4
Male	106	48.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	5.0	3.8
White	203	92.7	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	55	25.1	43.3
Students with Disabilities ³	59	26.9	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	6	5.8	0	0.0
Male	7	7.3	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	13	7.1	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	13	6.5	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays 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 2019-20

Barkhamsted School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.9
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	15.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.6

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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	23	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.7	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	19	86.4
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	13	*
District	37	82.2
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	22	11.1	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	16	8.0	1.8
All Disabilities	48	24.1	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,601,263	\$10,976	\$10,923
Support services - students	\$134,536	\$595	\$1,277
Support services - instruction	\$245,905	\$1,088	\$682
Support services - general administration	\$207,374	\$918	\$467
Support services - school based administration	\$256,264	\$1,134	\$1,021
Central and other support services	\$137,592	\$609	\$679
Operation and maintenance of plant	\$399,023	\$1,766	\$1,718
Student transportation services	\$296,076	\$1,430	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,278,033	\$18,051	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$96,241	9.9	28.5
Instructional Aide Salaries	\$19,035	2.0	10.1
Other Salaries	.	.	11.1
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	\$679,086	70.0	5.7
Special Education Tuition	\$141,645	14.6	22.5
Supplies	\$1,413	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$33,119	3.4	8.0
Equipment	.	.	0.2
All Other Expenditures	\$225	0.0	0.1
Total	\$970,764	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.7
State	15.8
Federal	3.2
Tuition & Other	2.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	6.5%	<=5%	12.2%
	High Needs Students	8.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
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.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Barkhamsted School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In support of the Board of Education's mission and goals, the learning community has developed a Portrait of the Successful Student, conducted Instructional Rounds, refined the school's RTI process and procedures, provided opportunities for students to demonstrate civic responsibility, and facilitated an environment and professional learning that supports emotional well-being.

Our work with the Portrait of the Successful Student promotes 21st-century skills that are necessary for success in the world after graduation. The five selected competencies promote a shift in learning control from teacher to student providing an environment that maintains student engagement and interest. Implementation of Instructional Rounds provides opportunities for staff to reflect upon and employ effective strategies that demonstrate a deep understanding of and commitment to differentiated and individualized learning experiences. Revision of the district RTI plan highlights the scaffolded supports in programming and differentiated learning efforts of the school community to meet the unique needs of each of our students.

In an effort to promote civic responsibility and partner effectively with all families The Barkhamsted School created a Kindness In Motion Grant. Over 40 students applied for grants spanning 20 separate projects bringing kindness to our surrounding community.

The Barkhamsted School is in its second-year implementation of RULER which is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. RULER applies "hard science" to the teaching of what has historically been called "soft skills." Parents and community members were invited and attended family RULER training sessions.

Engaging families in student learning is an ongoing school-wide goal that every certified professional supports. Teachers at The Barkhamsted School communicate regularly with families through phone calls, emails, written monthly updates, Google classroom, digital portfolios and videos of student presentations, etc. In addition, during the COVID shut-down additional parent surveys and live parent feedback sessions were conducted. Feedback from the parents was used to improve the remote learning experience as the shut-down continued.

The school nurse works closely with administration and families to prevent absenteeism in the district through frequent contact with families and supplying information regarding outside services when necessary. Monthly attendance reports are analyzed and letters sent to parents to inform them of attendance data and trends.

We continue to improve Special education programs and services for students with disabilities through educator training and Unified Sports. The Barkhamsted School houses both a regional integrated preschool and the Bridges Program providing the perfect population for the integration of Unified Sports. Several staff members received training in Wilson or Orton-Gillingham. The ADOS2 continues to be an in-house evaluation tools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Barkhamsted School demonstrates effort to reduce racial, ethnic, and economic isolation through a variety of curricular activities. Learning tasks designed to increase student awareness of the diversity of individuals and cultures are embedded and integrated in Social Studies, Reading, and Writing units across all grade levels K-6. In the primary grades, students are introduced to studies of a variety of cultures and traditions while the intermediate grades dive more deeply into a variety of cultures through the study of the immigration of various ethnic groups.

Barkhamsted School students participate in a variety of learning experiences where they communicate with schools across the country and around the world. Our mural project includes an artistic element as students create a piece of a large wall mural and send it to a school across the country. In return, they receive pieces of a mural from other students in a variety of states and put them together creating a "full picture." Students use technology such as Skype to explore the geography of the United States as they team up to participate in a "Mystery Skype" activity where they communicate digitally with students in a mystery location.

Extracurricular experiences that all students participate in include in-house author visits, Skype experiences with scientists, and a variety of field trips throughout the year.

District staff attended a minority recruitment workshop. A district-wide hiring procedure was developed and approved by the BOE.

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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.