

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



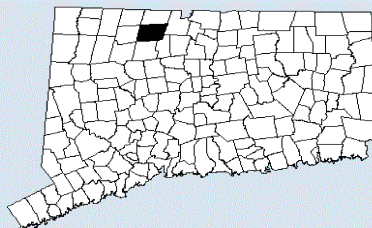
Barkhamsted School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	286
Per Pupil Expenditures ¹	\$13,377
Total Expenditures ¹	\$4,240,565

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	143	50.0	48.3
Male	143	50.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	273	95.5	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	22	7.7	38.0
Students with Disabilities ¹	51	17.8	13.7

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	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	11	4.3	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	11	4.2	0	0.0
State		9.6		7.0

Number of students in 2014-15 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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Barkhamsted School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.9
Paraprofessional Instructional Assistants	3.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	12.9
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	1.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.5

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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	27	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.4

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	8	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	8	*
District	23	74.2
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	0	0.5
Learning Disability	13	4.6
Other Health Impairment	*	2.8
Other Disabilities	*	1.0
Speech/Language Impairment	11	1.9
All Disabilities	35	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	2,609,535	8,232 9,387
Instructional Supplies and Equipment	43,321	137 318
Improvement of Instruction and Educational Media Services	192,124	606 541
Student Support Services	58,613	185 1,048
Administration and Support Services	494,930	1,561 1,790
Plant Operation and Maintenance	437,061	1,379 1,608
Transportation	295,868	504 845
Costs of Students Tuitioned Out	105,726	N/A N/A
Other	3,387	11 194
Total	4,240,565	13,377 15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0 1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	58,247	6.5 35.1
Noncertified Personnel	19,827	2.2 14.5
Purchased Services	643,838	71.8 5.5
Tuition to Other Schools	91,916	10.2 21.6
Special Ed. Transportation	53,566	6.0 8.3
Other Expenditures	29,871	3.3 15.0
Total Expenditures	897,265	100.0 100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	75.1	75.1
State	21.9	21.9
Federal	2.7	2.7
Tuition & Other	0.3	0.3

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
Black or African American	*	*	*	*	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	*	*	*	*	0	N/A
White	163	75.6	163	62.1	46	63.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	46	63.2
Eligible for Free or Reduced-Price Meals	17	*	17	*	*	*
Not Eligible for Free or Reduced-Price Meals	151	76.6	151	63.9	*	*
Students with Disabilities	36	61.8	36	48.3	12	*
Students without Disabilities	132	79.3	132	66.0	34	66.4
High Needs	46	64.3	46	49.6	13	*
Non-High Needs	122	79.8	122	67.0	33	67.2
District	168	75.6	168	62.2	46	63.2

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			
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	87.8	82.6	N/A	N/A	95	85.3
Curl Up	83.7	93.5	N/A	N/A	95	88.4
Push Up	61.2	69.6	N/A	N/A	95	65.3
Mile Run/PACER	69.4	73.9	N/A	N/A	95	71.6
All Tests - District	46.9	52.2	N/A	N/A	95	49.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

These statistics are the 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	75.6	75	50.0	50	100.0	67.7
	High Needs Students	64.3	75	42.9	50	85.7	56.7
Math Performance Index	All Students	62.2	75	41.5	50	83.0	61.4
	High Needs Students	49.6	75	33.1	50	66.1	49.9
Science Performance Index	All Students	63.2	75	42.1	50	84.2	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	69.9%	100%	69.9	100	69.9	63.8%
	High Needs Students	64.7%	100%	64.7	100	64.7	58.3%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	65.0%
	High Needs Students	54.3%	100%	54.3	100	54.3	57.4%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.0%	<=5%	40.0	50	80.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.1% 49.5%	75%	33.0	50	66.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				587.7	800	73.5	

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	64.3	10.7	16.5	
Math Performance Index Gap	67.0	49.6	17.4	18.9	
Science Performance Index Gap	67.2	N/A	.	17.2	
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	96.1
	High Needs Students	97.9
Math	All Students	96.1
	High Needs Students	97.9
Science	All Students	95.8
	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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Barkhamsted School District

Narratives

School District Improvement Plans and Parental Outreach Activities

School improvement is an ongoing process at The Barkhamsted School. During the school year 2015-2016, our efforts to improve special education and RTI programs for students began by adding the services of a 1.0 Math Coach/Interventionist. The Math Interventionist provided additional math instruction and data collection in connection to our new math program that was implemented to meet the needs of the Connecticut Common Core Standards. The individualized instruction that was provided bridged the gap between our RTI and Special Education services in the area of math. The Math Coach/Interventionist also worked closely with classroom teachers to improve instruction in math for all students. Co-teaching was a model used throughout the school as a way to improve instruction and increase support during general education math classes.

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. The school nurse worked closely with administration and families to prevent absenteeism in the district through frequent contact with families and supplying information on outside services if necessary.

Engaging families in student learning has been a school-wide goal for the 2015-2016 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 and were surveyed to assess the level of communication. Results showed that parents received communication in multiple forms and the frequency of communication was highly effective.

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 throughout the school year. Data is collected and reviewed on a monthly basis to determine grade levels, locations or individuals that need additional support. The result has been a reduction of the number of behavior and bullying incidents. In addition, the School Climate Committee instituted a "Book Buddies" program. This program paired classrooms of students at least two grade levels apart for monthly meetings around school wide topics. Book Buddies came together to read and process a book called "Have you Filled a Bucket Today?" This book opened discussions around kindness for others.

Lastly, The Barkhamsted School has worked to increase social emotional skills and supports for the general population of the school. A full time school psychologist and part time social worker have teamed up to create a series of monthly classroom lessons around typical childhood issues. Topics including Whole Body and Active Listening Skills, Kindness, Stress Management and Friendship Skills were taught to all students. Monthly classroom lessons and S.O.A.R. to Success have created a common language that is shared with all students and staff in the school creating very clear expectations for behavior.

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 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 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 type activity has students writing to students in an urban district outside of Washington D.C. 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 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 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.