Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Barkhamsted School District

860-738-4016 • http://www.barkhamstedschool.org

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	227
Per Pupil Expenditures[1]	$16,829
Total Expenditures[1]	$4,308,182

[1]*Expenditure data reflect the 2017-18 school year.*
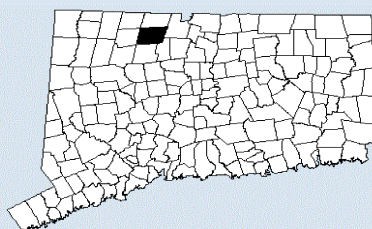
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	117	51.5	48.4
Male	110	48.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	7	3.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	12	5.3	3.6
White	205	90.3	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	46	20.3	42.1
Students with Disabilities[3]	56	24.7	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.9
Paraprofessional Instructional Assistants	4.2
Special Education	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	16.3
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.7
Library/Media	
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	16.0

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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	24	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.7	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	20	87.0
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
District	33	80.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	23	11.0	5.5
Other Health Impairment	6	2.9	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	12	5.7	1.8
All Disabilities	44	21.0	15.0

[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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	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 Expenditures:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$2,637,982	$10,305	$10,545
Support services - students	$133,155	$537	$1,373
Support services - instruction	$231,177	$932	$644
Support services - general administration	$166,868	$673	$462
Support services - school based administration	$236,956	$955	$1,007
Central and other support services	$153,441	$619	$671
Operation and maintenance of plant	$463,828	$1,870	$1,629
Student transportation services	$284,776	$1,249	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$4,308,182	$16,829	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$88,838	9.8	29.7
Instructional Aide Salaries	$17,852	2.0	9.6
Other Salaries	$90	0.0	10.4
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	$667,714	73.6	5.5
Special Education Tuition	$101,349	11.2	22.6
Supplies	$741	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$29,659	3.3	8.0
Equipment	$808	0.1	0.2
All Other Expenditures	$155	0.0	0.1
Total	$907,206	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.1	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	81.9
State	14.9
Federal	2.8
Tuition & Other	0.3

[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).

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 of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	114	75.9	114	70.9	32	74.1
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	67.9	31	62.6	11	*
Not Eligible for Free or Reduced-Price Meals	98	76.8	98	72.4	23	77.4
Students with Disabilities	33	63.2	33	56.6	11	*
Students without Disabilities	96	78.6	96	74.7	23	78.0
High Needs	52	66.4	52	61.7	18	*
Non-High Needs	77	80.2	77	75.7	16	*
District	129	74.6	129	70.1	34	75.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	96.8	92.7	N/A	N/A	72	94.4
Curl Up	96.8	90.2	N/A	N/A	72	93.1
Push Up	90.3	85.4	N/A	N/A	72	87.5
Mile Run/PACER	71.0	63.4	N/A	N/A	72	66.7
All Tests - District	71.0	63.4	N/A	N/A	72	66.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

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	74.6	75	49.8	50	99.5	67.7
	High Needs Students	66.4	75	44.3	50	88.6	58.1
Math Performance Index	All Students	70.1	75	46.7	50	93.4	63.1
	High Needs Students	61.7	75	41.2	50	82.3	52.7
Science Performance Index	All Students	75.5	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	69.7%	100%	69.7	100	69.7	59.9%
	High Needs Students	59.3%	100%	59.3	100	59.3	55.1%
Math Academic Growth	All Students	84.5%	100%	84.5	100	84.5	62.5%
	High Needs Students	76.0%	100%	76.0	100	76.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.6% | 66.7%	75%	44.4	50	88.9	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**665.9**	**800**	**83.2**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.4	8.6	15.4	
Math Performance Index Gap	75.0	61.7	13.3	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.1
	High Needs Students	96.6
Math	All Students	97.1
	High Needs Students	96.6
Science	All Students	100.0
	High Needs Students	100.0

[3]Minimum participation standard is 95%.

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.

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

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, implemented 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 participated in the Kindness In Motion Grant from Northwestern Middle and High School and our students and parents have developed 17 Kindness in Motion projects. Over 70 students have been involved in projects that bring kindness to our surrounding community.

.The Barkhamsted School began 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 have historically been called "soft skills." Through a partnership with Northwestern Middle and High School, parents have been invited to attend RULER workshops.

.A parent satisfaction survey was administered for the 2018-2019 school year. The survey covered areas of school climate as well as input for our Portrait of a Successful Student. 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.

.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. . Special education programs and services for students with disabilities were improved during the 2018-2019 school year through educator training and the introduction of Unified Sports. Several staff members received training in Wilson or Ortan-Gillingham. The ADOS2 has also been added to our list of in-house evaluation tools. The Barkhamsted School houses both a regional integrated preschool and the Bridges Program providing the perfect population for the integration of Unified Sports.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Barkhamsted School demonstrates efforts 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.

The Barkhamsted School will be sending a staff member to participate in a training sponsored by our RESC (EdAdvance) in Litchfield on Tuesday, June 11, 2019. The training is entitled "Inclusion and Diversity in Our School WorkForce - What Works to Recruit and Retain Diverse Educators" and is made possible through a grant from the Connecticut State Department of Education. This training will provide us with an opportunity to learn more about how to recruit and retain minority educators in our district.

Equitable Allocation of Resources among District Schools

The Town of Barkhamsted maintains only one school: The Barkhamsted School, which is a K-6 school. All resources from the Board of Education budget are allocated to The Barkhamsted School.