

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



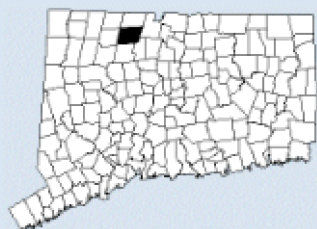
Barkhamsted School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	227
Per Pupil Expenditures	\$21,438
Total Expenditures	\$4,759,312

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	112	49.3	48.4
Male	115	50.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	12	5.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	9	4.0	4.8
White	204	89.9	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	56	24.7	44.8
Students with Disabilities	63	27.8	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	13	11.8	0	0.0
Male	12	11.4	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	*	*	*	*
White	17	8.9	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	12.8	0	0.0
Students with Disabilities	10	17.9	*	*
All Students - District	25	11.6	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	17.6
General Education Paraprofessionals	2.8
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	12.3
District Central Office Administrators	1.4
School Level Administrators	1.3
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.8

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	8.1
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	26	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	4.2	6.8
Teachers	1	5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	24	85.7
Other Health Impairment	8	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	42	85.7
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	7	3.3	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	28	13.3	6.5
Other Health Impairment	10	4.8	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	7	3.3	2.0
All Disabilities	52	24.8	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,974,944	\$13,401	\$13,471
Support services - students	\$75,032	\$344	\$1,826
Support services - instruction	\$337,654	\$1,549	\$972
Support services - general administration	\$242,214	\$1,111	\$568
Support services - school based administration	\$286,462	\$1,314	\$1,274
Central and other support services	\$102,365	\$470	\$761
Operation and maintenance of plant	\$431,572	\$1,980	\$2,125
Student transportation services	\$298,900	\$1,487	\$1,695
Food services	\$10,170	\$47	\$10
Enterprise operations	.	.	\$219
Total	\$4,759,312	\$21,438	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$165,730	14.1	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$5,167	0.4	10.5
Employee Benefits	\$51,768	4.4	13.3
Purchased Services Other Than Transportation	\$758,096	64.5	6.8
Special Education Tuition	\$171,266	14.6	22.8
Supplies	\$765	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$19,105	1.6	8.7
Equipment	\$1,935	0.2	0.2
All Other Expenditures	\$695	0.1	0.1
Total	\$1,174,527	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.7
State	15.7
Federal	3.7
Tuition & Other	0.9

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	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 of any race	7	*	7	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	108	70.1	108	67.2	*	*
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	28	72.3
Eligible for Free or Reduced-Price Meals	27	63.9	27	63.5	8	*
Not Eligible for Free or Reduced-Price Meals	93	71.3	93	67.1	20	77.7
Students with Disabilities	39	55.4	39	53.2	7	*
Students without Disabilities	81	76.5	81	72.6	21	79.9
High Needs	57	60.5	57	59.4	11	*
Non-High Needs	63	78.0	63	72.5	17	*
All Students - District	120	69.6	120	66.3	28	72.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	76.5	48.1	N/A	N/A	61	63.9
Curl Up	97.0	92.3	N/A	N/A	59	94.9
Push Up	88.6	96.2	N/A	N/A	61	91.8
Mile Run/PACER	48.6	88.5	N/A	N/A	61	65.6
All Tests - District	42.4	38.5	N/A	N/A	59	40.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.6	75	46.4	50	92.9	64.7
ELA Performance Index	High Needs Students	60.5	75	40.3	50	80.6	54.9
Math Performance Index	All Students	66.3	75	44.2	50	88.4	61.1
Math Performance Index	High Needs Students	59.4	75	39.6	50	79.2	50.6
Science Performance Index	All Students	72.3	75	48.2	50	96.3	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	76.3%	100%	76.3	100	76.3	60.6%
ELA Academic Growth	High Needs Students	66.6%	100%	66.6	100	66.6	55.7%
Math Academic Growth	All Students	64.2%	100%	64.2	100	64.2	62.3%
Math Academic Growth	High Needs Students	62.6%	100%	62.6	100	62.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	11.6%	<=5%	36.7	50	73.5	17.2%
Chronic Absenteeism	High Needs Students	14.8%	<=5%	30.5	50	60.9	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	40.7%	75%	27.1	50	54.2	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				582.8	800	72.8	

Physical Fitness Estimated Participation Rate - District: 93.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.5	14.5	16.9	N
Math Performance Index Gap	72.5	59.4	13.1	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	.

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

In Fall 2021, the Barkhamsted Board of Education conducted a comprehensive evaluation of the district's goals and objectives as outlined in the three-year District Improvement Plan. A representative committee consisting of Board of Education members, administrators, teachers, and parents collaborated to review and update these goals. All goals are aligned with the district's Portrait of the Successful Student, which promotes the development of essential 21st-century skills. These five core competencies aim to foster a student-centered approach to learning by encouraging student agency and active engagement in their educational journey.

The Barkhamsted School implements a robust Response to Intervention (RTI) framework that ensures scaffolded academic and behavioral supports are available to meet the unique needs of every student. Differentiated instruction and targeted interventions are used consistently to support student growth, ensuring that all learners, including those requiring special education services, are provided equitable access to high-quality instruction.

Improving Special Education Programs and Services.

The Barkhamsted School houses both a regional integrated pre-school and the Bridges Program, providing a pre-k through 6th grade continuum of specialized instruction for students. Program quality is enhanced through regular cycles of reflection, revision, and professional learning. Several special education staff members have been trained in evidence-based programs such as Wilson Reading and Orton-Gillingham, ensuring that interventions are research-based and responsive to individual student needs.

Truancy Prevention.

To prevent truancy and improve attendance, the school nurse partners with school administration to monitor student attendance and support families. Monthly attendance reports are reviewed, and parents receive communications to raise awareness about attendance patterns and the importance of consistent school participation. When needed, families are connected with appropriate community resources to address barriers to attendance.

Family and Community Engagement.

Engaging families in student learning is a central and ongoing goal at the Barkhamsted School. Certified staff are committed to building strong partnerships with families through open and consistent communication, including regular emails, phone calls, digital newsletters, Google Classroom updates, and student portfolios. These efforts foster transparency and strengthen the home-school connection.

Staff are also supported in developing the skills necessary to effectively partner with families. Professional learning opportunities focus on inclusive communication strategies and culturally responsive practices to ensure that all families feel welcomed and empowered to support their child's learning. Families are actively involved in the planning and improvement of school programs through opportunities such as parent-teacher conferences, surveys, and participation on school or district committees and through an active PTO. These platforms allow parents to provide meaningful feedback and contribute to ongoing school improvement efforts.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Barkhamsted School is committed to reducing racial, ethnic, and economic isolation through intentional curricular design, culturally responsive teaching practices, interdistrict collaboration, and inclusive extracurricular programming.

At every grade level (K–6), students engage in classroom instruction that emphasizes the diversity of individuals, communities, and cultures. In the early grades, students are introduced to a wide range of global traditions, holidays, and cultural practices. In the intermediate grades, students examine topics such as immigration, civil rights, and cultural contributions in greater depth through Reading, Writing, and Social Studies units. These lessons promote empathy, respect for differences, and an understanding of the broader world.

Students also take part in virtual field trips, author visits, and guest speaker events throughout the year that highlight a range of voices, identities, and experiences. These extracurricular activities enhance classroom learning and create additional pathways for exploring diversity in authentic, engaging ways. Collaborative technology-based projects connect students with broader communities and serve as powerful tools for reducing isolation.

Instructional planning prioritizes representation and diversity in classroom materials, texts, and multimedia content. Teachers strive to select literature and resources that reflect a variety of backgrounds, identities, and lived experiences. These materials support students in seeing themselves reflected in their learning while also exposing them to perspectives different from their own.

The Barkhamsted School has taken steps to diversify and strengthen its teaching staff by participating in minority educator recruitment workshops and job fairs. In support of these efforts, the Board of Education approved a district-wide hiring procedure that emphasizes equitable recruitment and hiring practices. While the current teaching staff is not racially or ethnically diverse, the district remains committed to ongoing efforts to diversify the applicant pool and build staff capacity in the areas of cultural responsiveness and equity.

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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.

District Profile and Performance Report for School Year 2024-25

Barkhamsted School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	100.0	2.3
TOTAL	1		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.