



2017-
2018

Barrington Public Schools' Annual Report



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DISTRICT ACHIEVEMENTS

District Achievements

Through strong fiscal and program management, we provide our students with a high-quality education. Our District's recent achievements are evident by the work of our PK-12 teachers:

- Barrington High School was ranked as a top high school in 2017 by Rhode Island Monthly;
- Barrington High School Class of 2019 ranked #1 SAT School Day in Rhode Island;
- Barrington High School, Barrington Middle School, Hampden Meadows Elementary School, Sowams Elementary School, and Nayatt Elementary School were recognized as a Commended Schools by the Rhode Island Department of Education;
- Barrington School District recognized as the only Common-Sense Media Certified District in Rhode Island;
- Barrington High School recognized as one of the most challenging high schools in the country by *The Washington Post*;
- Barrington High School awarded Fuse Architect School Redesign Grant;
- Barrington Middle School awarded Rhode Island Lighthouse School Grant;
- Barrington Middle School received bond for a new building and broke ground in Spring 2018;
- Barrington High School Awarded 2017 Gold Status by *U.S. News and World Reports*;
- Barrington High School ranked #110 in STEM nationally by *U.S. News and World Reports*; and
- Barrington Public Schools recognized as the #1 Public School in Rhode Island by Niche.

SUPERINTENDENT'S MESSAGE

Empowering All Students to Excel

Our mission is to empower our students with the means, knowledge, and opportunity to be successful. Our commitment to learning is reflected by the desire for our students to excel beyond the standards.



Students exploring chemical properties at the Barrington Education Foundation Showcase of Extraordinary Learning.

SUPERINTENDENT'S MESSAGE

Superintendent's Message

Barrington Public Schools is committed to providing all students with a high-quality educational experience that will prepare them to be successful in life, college, and/or career. Our educators support and equip students with the 21st century skills and deeper learning competencies that endow them with the proficiencies to meet the challenges of the future. To that end, this issue of the District Report celebrates student and educator achievement and progress toward inquiry, critical thinking, problem solving, communication, collaboration, creativity, growth mindset, and strong academic content mastery.

Barrington is fortunate to have a supportive community whose focus is on ensuring that our schools are provided with the necessary resources to deliver a world-class education. Our community of parents are important partners in supporting the work of our educators, who are committed to preparing all students for the real-world. Their support for our interdisciplinary focus on Science, Technology, Engineering, Arts, Mathematics, and the Humanities is evident across all Barrington Public Schools.

During the upcoming year, Barrington Public Schools will begin implementing our strategic plan for the next five years. As we enter this process, Barrington Public Schools' number one priority will continue to be a laser-like focus on continuous improvement to ensure that all students are future ready and empowered to excel.

Empowering All Students to Excel

Michael B. Messoro, III
Superintendent of Schools

SCHOOL COMMITTEE

School and Community Profile

Barrington, Rhode Island

Barrington is a suburban, residential community with a population of 16,290 located ten miles southeast of the state's capital city, Providence. Located on Narragansett Bay in a state that boasts 400 miles of coastline, the town has the distinction of having the largest share of this waterfront with rivers, coves and estuaries that crisscross the landscape. In keeping with its bayside character, Barrington features beaches, public access points, and marinas that support an active fishing and boating community. The 14-mile East Bay Bike Path, which runs from Providence to Bristol, along with many public parks and playing fields offer additional recreational opportunities for town residents.

Residents are predominantly middle and upper-middle class families who are highly educated professionals. In 2017 the median single-family home sales price in Barrington was \$427,500. The major businesses and industries in the community are mostly small retail shops, restaurants and professional services.

The Barrington School District is one of the top school systems in the state, and all six schools have consistently met "Adequate Yearly Progress" and been "Commended" by the Rhode Island Department of Education. In addition to Barrington High School, the district consists of four elementary schools, one middle school and one high school. BPS consists of a total population of 3,462 students, including out of district placements and services.

Enrollment at district schools is as follows: Preschool-Grade 3 (916), Hampden Meadows (530), Barrington Middle School (782), and Barrington High School (1152). Ninety-eight percent of the students who complete Barrington Middle School choose to attend the high school.

Based upon the RI Department of Education most recent per pupil calculation from FY 2016, the district spent on average \$14,796 per pupil compared to \$16,558 state average. In addition, the FY 2015 per pupil special education cost was \$80,733 per pupil for those students receiving special education services as compared to the state average of \$63,490. The FY 2017 special education numbers have not yet been released by RIDE.

SCHOOL COMMITTEE

School Committee

We believe that exceptional school districts develop exceptional students. We are proud of our district's tradition of excellence, yet our focus remains on our journey of continuous improvement as we strive to empower all students to excel.

The Barrington School Committee is composed of five members of the community who are elected at large to four-year terms. Terms are staggered to provide continuity in public service and a maximum of three new members are elected at one time. We are proud to have a Student Representative to the School Committee, who reflects the opinions and concerns of students. The Student Representative to the School Committee serves in a nonvoting advisory capacity.

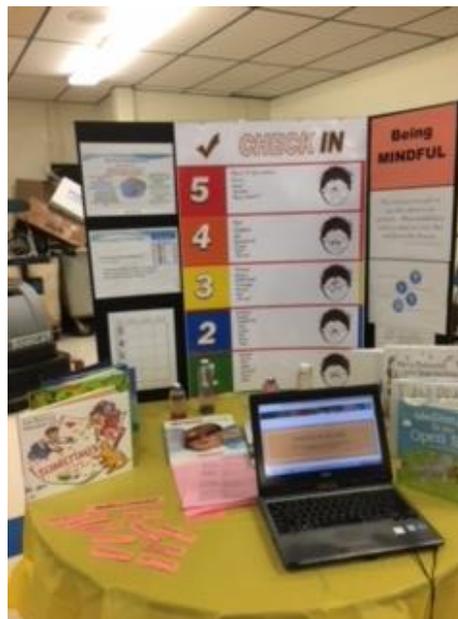
We welcome your presence at our School Committee meetings. School Committee meetings are open to the public and are typically scheduled on the first and third Thursday of every month during the academic year and as needed during the summer. At all regularly scheduled meetings, the open meeting convenes at 7:00pm in the School Committee Room of the School Administration Office at Government Center, 283 County Road, Barrington.

School Committee meetings are available on the district website

(www.barringtonschools.org) via live stream as well as archived meetings.

In order to ensure compliance with the Open Meetings Act, notice of all School Committee meetings are electronically filed with the Secretary of State, posted on the [district website](#) and posted in two (2) public locations within the governmental unit at least forty-eight (48) hours in advance of the meeting.

We appreciate your interest in the Barrington Public Schools.



5 Point Scale to promote social-emotional learning

SCHOOL COMMITTEE

Kate Brody

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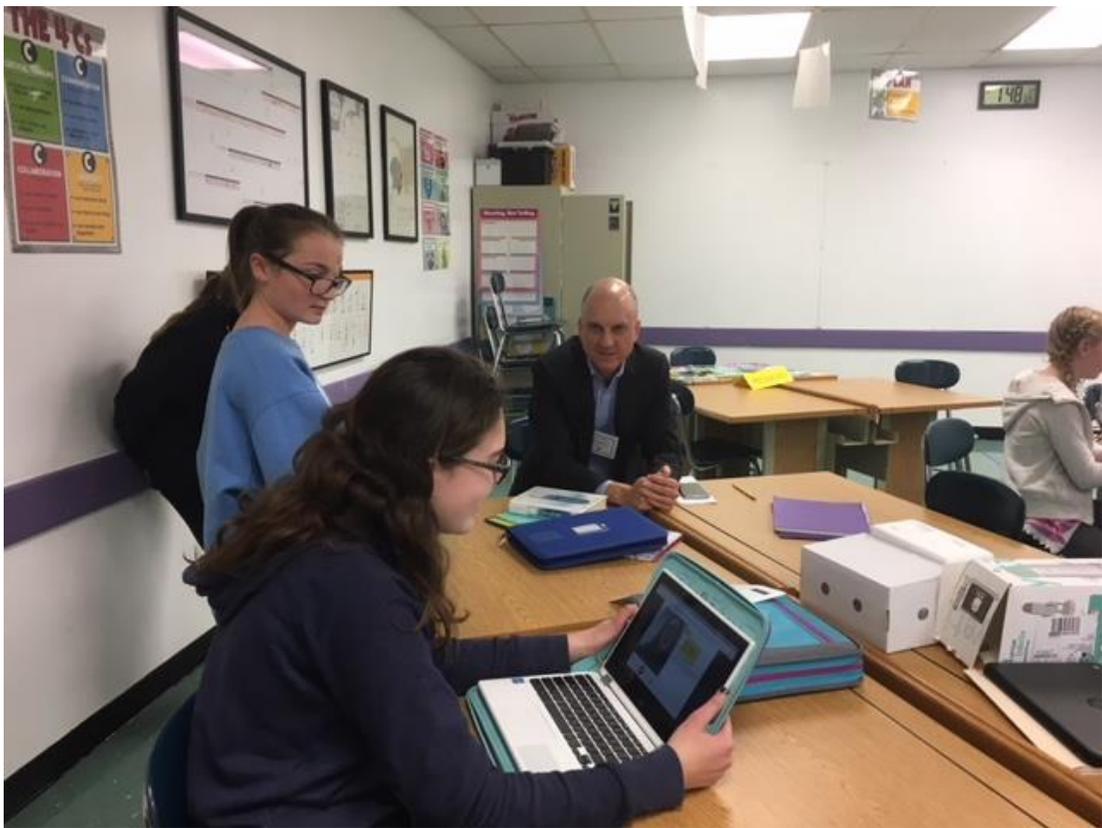
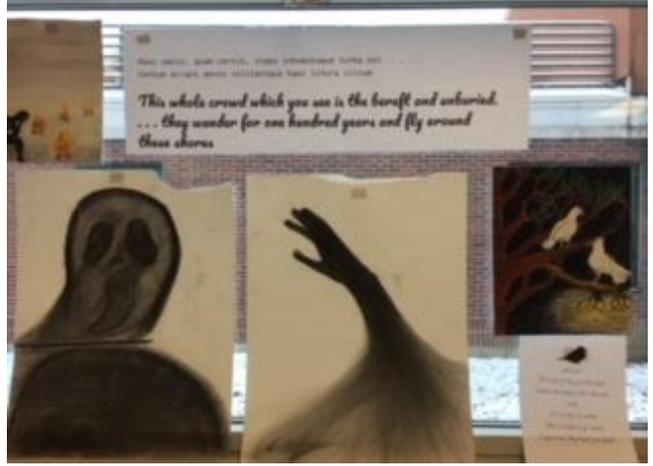
2017-2018 Student Representative



2017-2018 Barrington School Committee

Empowering Student Voice

Images from top left to bottom: Students and advisors preparing for A Day Without Hate; Student Latin/Art Work; A Visit to Barrington Middle School by Rhode Island Department of Education Commissioner, Dr. Ken Wagner.



STRATEGIC PLAN 2012-2017

Strategic Plan 2012-2017

Mission

The Barrington Public Schools will empower all students to excel.

Vision

Barrington students will excel by being:

- Critical and creative thinkers
- Innovative problem solvers
- Self-motivated exceptional learners
- Skilled collaborators and effective communicators
- Responsible and culturally aware citizens
- Innovative and responsible users of technology

Values and Beliefs

We believe that:

- Exceptional school districts develop exceptional students.
- A culture of collaboration leads to strong community partnerships and increased student achievement.
- Student-centered learning is ensured through the provision of research-based, high quality instruction.
- Continuous school and district improvement only occur when goals are specific, measurable, attainable, results oriented and time bound.
- District policies are necessary to ensure the equitable and consistent implementation of high expectations.

Goals

Goal 1: Ensure success for every student.

Goal 2: Build productive partnerships for education.

Goal 3: Promote a positive culture (Professional Learning Community).

Goal 4: Provide optimal learning environments.

Goal 5: Efficiently and effectively, manage fiscal resources.



Strategic Plan Update / From the January 2018 Press Release

We are pleased to share continued high engagement and great progress in the strategic planning process. The district’s next strategic plan is drafted incorporating community feedback that assisted in focusing our work and supporting the School Committee, district leaders, and all community stakeholders in making the best decisions to achieve our shared mission, **“empowering all students to excel.”**

Back in June, we named our **Strategic Plan Steering Committee**, carefully and objectively selected from over 70 internal and external stakeholder volunteers. The **Barrington Public Schools Strategic Plan Steering Committee** has now held 5 meetings. The committee meetings have boasted high attendance and members continue to demonstrate high engagement around the planning process to **define our collective vision of success, articulate our core values, and set ambitious goals for 2023 in specific priority areas.** As the Steering Committee meetings are **open and transparent**, non-committee participants are welcome to observe and listen, and community members have taken advantage of this opportunity throughout the process.

In September, our partners at Studer EducationSM administered **anonymous, online surveys to all parents and employees** of the district. Participation was impressive: **more than 200 employees** and at least **665 parents** participated in the online surveys. In early October, members of our community were invited to participate in one of **15 focus group sessions** with our Studer EducationSM facilitators to discuss our district’s vision of success, values, strengths, and areas for improvement. Each session was guided by the same questions and total focus group participation included **nearly 200 people.** These included **44 students, 88 employees, and 60 family and/or community members.** The Steering Committee then used multiple meetings to analyze survey and focus group feedback and to develop the draft plan that is now available for broader feedback to assist in **prioritizing among the many desired outcomes** gleaned through community engagement.

At this time, we encourage community members to visit the [district website page on strategic planning](#) to view the **Draft Strategic Plan** and to continue to be involved in the process. The Steering Committee will meet in April to **narrow and prioritize** from all that we’ve learned to **finalize an ambitious and realistic plan** for the future.



Draft Strategic Plan
1.2.2018

Barrington Public Schools
[Strategic Plan 2018-2023](#)

Our Mission: Empowering all students to excel		
We commit to...		
<ul style="list-style-type: none"> • make student-centered decisions • engage in transparent, clear, 2-way communication • demonstrate respect in our relationships • practice transparent, efficient, and effective financial management 		
Student Excellence means...		
College and Career Readiness We reach all students and close gaps in achievement between groups of students; all means all.	Social-Emotional Well-Being Our students are engaged and empowered to grow and make valuable contributions to self and others. Our students are good citizens.	
We achieve student excellence through...		
Collaborative Culture Employees feel that they are respected, challenged to grow, and have opportunities for meaningful collaboration with colleagues.	Engaged Family & Community We achieve an effective partnership among parents, students, and schools in support of student success.	Efficient Systems & Resources We equitably distribute time, space, and resources so that all students experience and thrive in supportive learning environments.

Image of draft strategic plan

SCHOOLS

Schools

Barrington High School

Grades 9-12

220 Lincoln Avenue

Barrington, RI 02806

401-247-3150

[Principal Joseph Hurley](#)

Nayatt School

Grades K-3

400 Nayatt Road

Barrington, RI 02806

401-247-3175

[Principal Tracey Whitehead](#)

Barrington Middle School

Grades 6-8

261 Middle Highway

Barrington, RI 02806

401-247-3160

[Principal Andrew Anderson, Ed.D](#)

Primrose Hill School

Grades PK-3

60 Middle Highway

Barrington, RI 02806

401-247-3170

[Principal Patricia Tolento](#)

Hampden Meadows

Grades 4-5

297 New Meadow Road

Barrington, RI 02806

401-247-3166

[Principal Tracey McGee](#)

Sowams School

Grades K-3

364 Sowams Road

Barrington, RI 02806

401-247-3180

[Principal James Callahan](#)

SCHOOLS

Barrington Middle School

A new **Barrington Middle School** is scheduled to open in September 2019. The state-of-the-art educational facility will replace the [existing building](#), constructed in 1958 with additions completed in 1968, which is deteriorating and unable to support a rigorous, 21st century middle school education.

On February 1, 2018, the School Committee approved the recommendation of the Building Committee to award the construction contract to [Brait Builders Corporation](#).

The new facility includes flexible classroom spaces for project-based, collaborative learning and is designed to enhance interdisciplinary and STEAM (Science, Technology, Engineering, Arts, and Math) teaching and learning, to prepare students for success in high school, college and career.

Key Features:

- Modern science labs
- Full auditorium with performance stage, available for community use
- Rehearsal and performance areas for band and chorus
- Visual arts rooms
- Technology and allied arts areas
- Athletic and fitness facilities

Operational improvements will include sustainable design features, such as energy-efficient HVAC, electrical, and plumbing systems, as well as upgraded safety and security features and improved traffic flow.

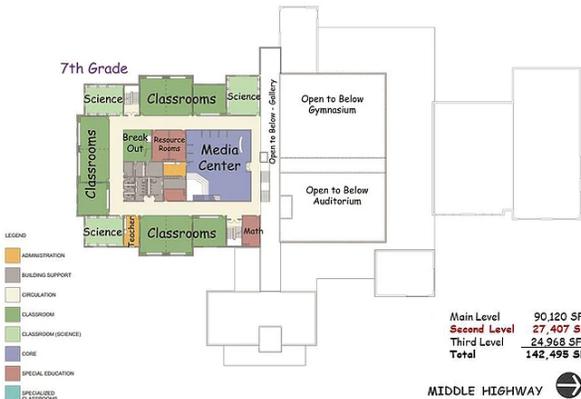
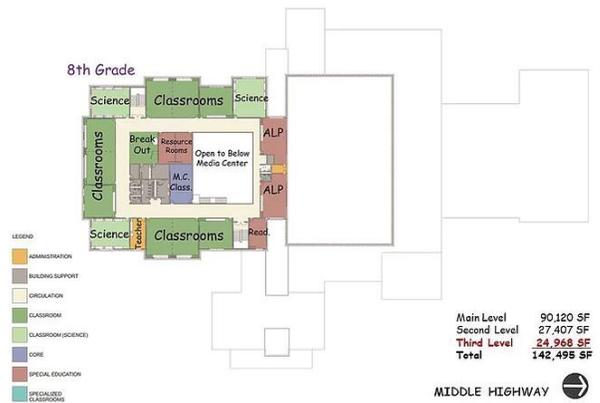
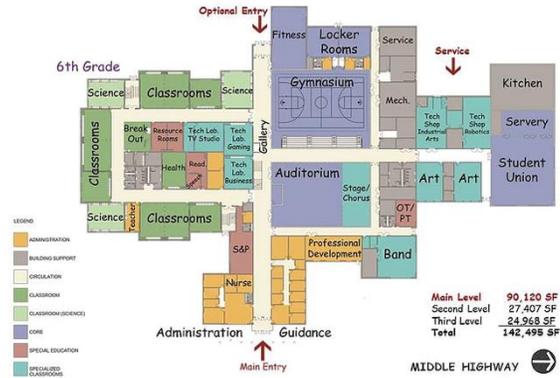
Plans and Renderings:



Digital Rendering of Barrington Middle School

SCHOOLS

Digital floor plans and exterior grounds of the Barrington Middle School



On March 5, 2018, we broke ground for our new school. As of today, the plans are on target for a school opening of September 2019.

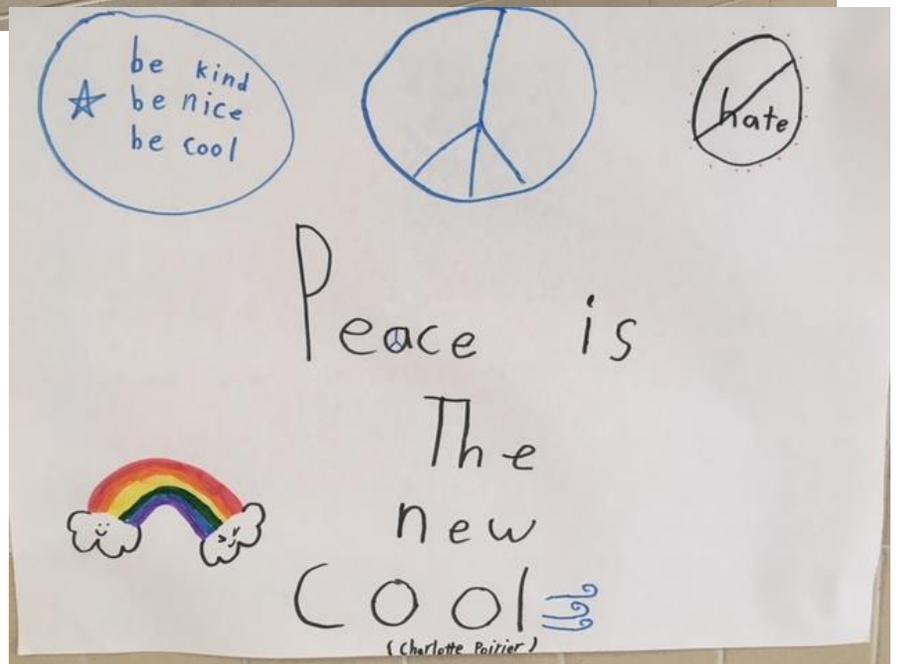
We are grateful to all those who supported our students and the future of our town. This site will remain live to keep the community informed about the building project moving forward. Please visit the middle school project page to learn more: <http://www.bmsproject.org/>

Please see a link to the latest information regarding the BMS Project Blog here:

[BMS Building Project Blog](#)

SCHOOLS

Images from the PK-12 Day Without Hate



SCHOOLS

Playworks Barrington



In partnership with Blue Cross & Blue Shield of Rhode Island and Rhode Island Healthy School's Coalition, Primrose Hill School completed Playworks' PlayShop, an experiential workshop designed to decrease negative behaviors and increase positive play during recess. Through PlayShop, paraprofessionals and educators learned "group management and conflict resolution tools; an inspired understanding of how recess, play, and physical activity can positively impact school climate; and a powerful perspective on the barriers students face when accessing healthy play and how adults can ease those challenges." Students and professionals at Primrose Hill loved the experience and will continue their recess improvement work in 2017-2018.

During the 2017-2018 school year, Nayatt Elementary School, Sowams Elementary School and Hampden Meadows School were also awarded the Playworks' Grant. Barrington Public Schools will be the first district in Rhode Island to have all schools trained in this valuable program, supporting our students social-emotional well-being on the playground! [For more information about the program click here.](#)

SCHOOLS

Family Engagement



Families, students, and teachers participating during Hampden Meadow's Reading Night

Barrington Public Schools works to engage families in the education of their children. Some of the most popular activities include Family Reading Nights, Arts Nights, Game Nights, and STEM Nights. At these events, families participate in exhibitions of student learning, read together, and learn instructional strategies that can be used at home.

Family engagement also includes activities to support social-emotional well-being, physical well-being, and relationship building. Some of our larger events include The Nayatt 5K, the Hampden Meadows Tough Tiger, the Garden Harvest at Primrose and the October Fest at Sowams Schools. These events are great opportunities for staff, students, and families to build relationships in a fun and relaxed environment. We thank our Parent Teacher Organizations for their support with many of these programs!

R O A R

**Respect
Others
Act
Responsible**



SCHOOLS

Community Engagement

In addition to engaging with families/guardians, Barrington Public Schools strives to engage the community as partners in the education and well-being of our students. Under the stewardship of Volunteer Coordinator, Anita DiMatteo, Barrington engages over 1,000 volunteers in our schools in such roles as chaperones, reading buddies, mentors, room helpers. Our schools would not be the same without the dedication of each of these individuals. If you are interested in being a volunteer, please do not hesitate to reach out: dimatteoa@barringtonschools.org



Barrington Public Schools are also well-supported by the efforts of the Barrington Education Foundation (BEF). Through this organization's hard work and dedication to our school, we have been able to provide students with experiences and equipment not otherwise possible. This year, the BEF supported the work of students and teachers with the Showcase of Extraordinary Teaching and Learning. It was a tremendous success. In addition, the BEF supported the new iCreate Lab at the high school, a design learning experience for sixth graders at the middle school, a STEAM week at Hampden Meadows, and numerous teacher initiated mini-grants.



**Barrington
Education Foundation**

SCHOOLS

Meet Our School Resource Officer

The School Resource Officer's mission is to foster a strong partnership between the Barrington school department and the Barrington Police Department. The primary goal is to provide a safe and positive environment for all students, staff, and parents. The School Resource Officer will attempt to reduce juvenile crime through law enforcement, education and prevention programs, community involvement, building design, and security. The School Resource Officer will work with students to build trust and break down barriers between the police and our youth.

The Barrington Police Department has assigned Patrolman Joshua Melo as a part-time School Resource Officer (SRO) to the Barrington School Department. Officer Melo has been with the Barrington Police since 2009 and is the Department's Drug Recognition Expert. Officer Melo completed his undergraduate studies at Roger William's University majoring in administrative justice with a minor in psychology. He has received a Master's Degree in Business Administration with a concentration in law enforcement management from Salve Regina University. Officer Melo has also attended numerous School Resource Officer trainings through the National Association of School Resource Officers (NASRO) and has achieved an advanced certification for his position.

As a new member of the Barrington Schools Community I look forward to building positive relationships with the students, staff, and parents. It is important that we work together to build a safe, secure, and encouraging learning environment.

Officer Melo will maintain a resident office at the High School. Parents and students should feel comfortable reaching out to Officer Melo and the entire Barrington Police Department with any questions concerns or anything else we can help you with.

For more information, contact the Barrington Police Department, or you can reach out to Officer Melo at (401) 437-3935 or jmelo@barrington.ri.gov In the event of an emergency contact 911 or the Barrington Police Department Directly. Officer Melo and Chief LaCross also remind students, staff, and community members that it is important to report any concerns or suspicious activities. They have set up an anonymous tip line, (401) 437-3933. Remember, #SeeSomethingSaySomething.



UPDATES TO PARCC STATE ASSESSMENT

Updates to State Assessments

Every year, our students are required to participate in state assessments to ensure that the Barrington Public Schools is meeting the learning needs of our community. We share the results of these assessments with you in order to give you an idea about the progress your child is making toward grade level proficiency. We also use the results of these assessments to help us improve classroom instruction and to identify areas where students may need some extra support. Finally, the assessment results afford our schools the opportunity to be considered for such recognitions as Commended Schools and Blue Ribbon Schools. As such, to meet annual yearly progress (AYP), we are required to show growth in learning, improvements in gap closure for all student populations, a minimum of 95% participation rates, strong graduation rates, and low suspension rates.

Below, you will find the specific assessments used broken down by grade level.

Grade 3 State Assessments

This year, we will introduce the new RICAS assessments (or Rhode Island Comprehensive Assessment System modeled after the Massachusetts Comprehensive State Assessment) in mathematics and English Language Arts (ELA)/literacy. All **students in grade 3** will participate. These tests will include both reading and writing in every grade. Most students will take RICAS assessments using a computer or laptop, rather than paper and pencil. Released items and practice tests are available.

RICAS Student Tutorial and Practice Tests can be accessed here: ricas.pearsonsupport.com

RICAS Released ELA Items can be accessed here: ricas.pearsonsupport.com/released-items

Grades 4-8 State Assessments

This year, we will introduce the new RICAS assessments (or Rhode Island Comprehensive Assessment System modeled after the Massachusetts Comprehensive State Assessment) in mathematics and English Language Arts (ELA)/literacy. All **students in grades 4 through 8** will participate. These tests will include both reading and writing in every grade. Most students will take RICAS assessments using a computer or laptop, rather than paper and pencil. Released items and practice tests are available.

RICAS Student Tutorial and Practice Tests can be accessed here: ricas.pearsonsupport.com

RICAS Released ELA Items can be accessed here: ricas.pearsonsupport.com/released-items

Our state science assessments, will also change this year. **Students in grades 5 and 8** will continue to take the new assessment (Next Generations Science Assessment or NGSA) aligned to the Next Generation Science Standards (NGSS). Please note that the elementary assessment will be moved from grade 4 to 5 this year. This assessment will be administered as a field test. This is a significant decrease in assessment time, as compared to our previous NECAP (New England Common Assessment Program).

UPDATES TO PARCC STATE ASSESSMENT

Test Items can be found at AIR Science Practice Test Items for Elementary and Middle School <https://airscience.tds.airast.org/student>.

Grade 10 and 11 State Assessments

An additional assessment change will continue at the high school level. All **students in grade 10** will be assessed using the PSAT 10 and all **students in grade 11** will be assessed using the SAT. Students will participate in these assessments without cost to families. If a student opts to retake either assessment, the retake will be the financial responsibility of the family. Released items and practice tests are available for SAT/PSAT: <http://www.khanacademy.org/sat>

Our state science assessments, will also change this year. **Students in grade 11** will continue to take the new assessment (Next Generations Science Assessment or NGSA) aligned to the Next Generation Science Standards (NGSS). This assessment will be administered as a field test and will consist of two sessions that last 45 minutes each. This is a significant decrease in assessment time, as compared to our previous NECAP (New England Common Assessment Program). Test Items can be found at AIR Science Practice Test Items for High School: <https://airscience.tds.airast.org/student>.

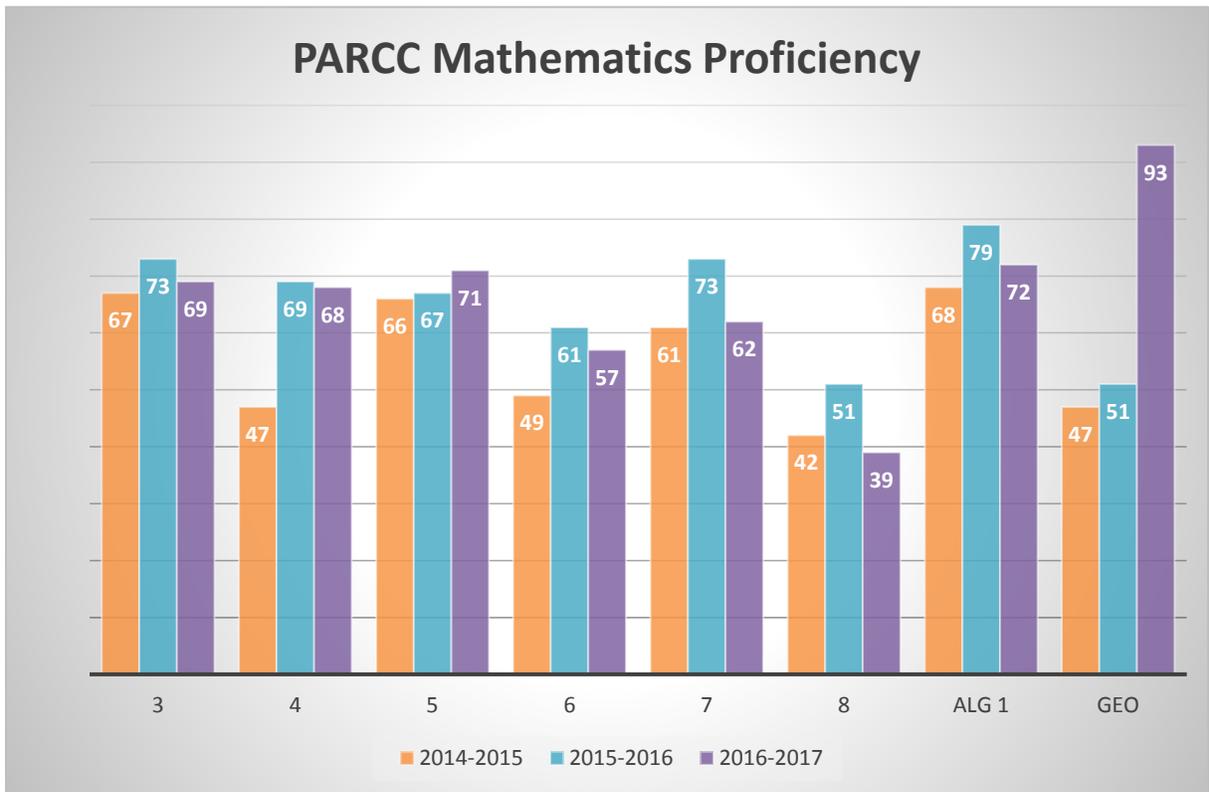
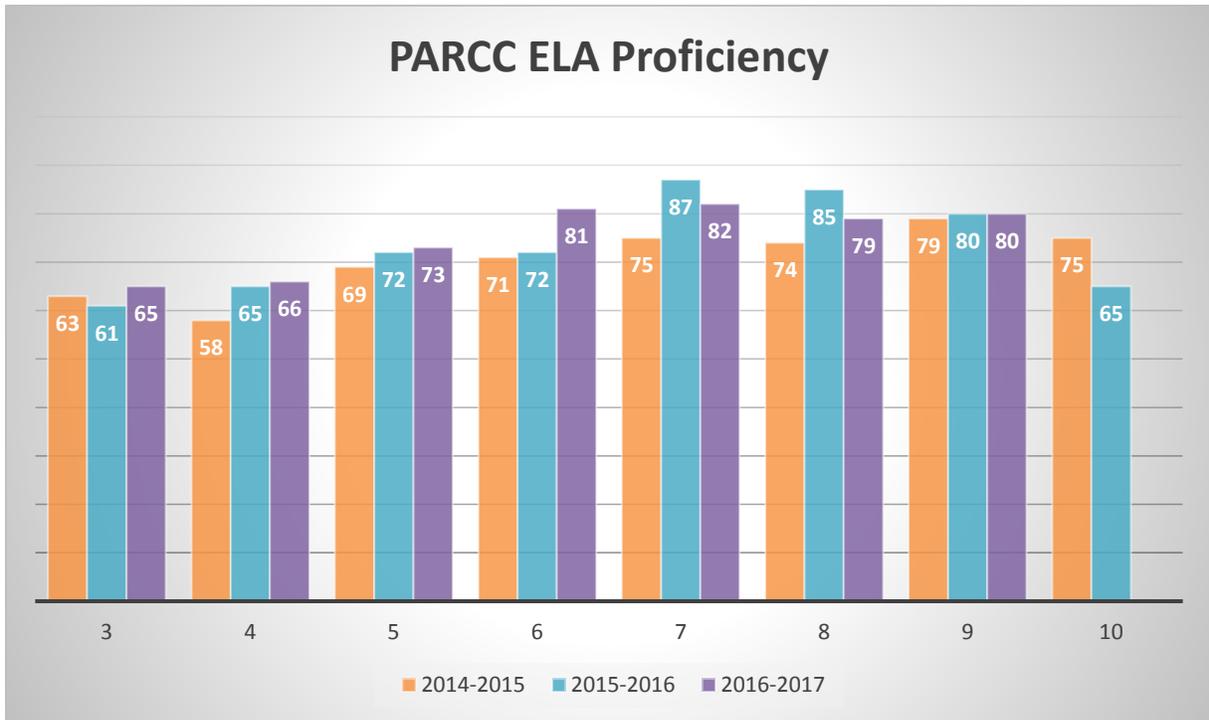
All Schools - Specialized State Assessments

Our students identified as requiring an alternative assessment by the Individual Education Program team will participate in the Dynamic Learning Maps Alternate Assessments. These assessments are available to the **1% of the population requiring significant modifications** to their learning and assessment programs. More information about the Dynamic Maps Learning Assessments can be found at www.dynamiclearningmaps.org. Testing time varies based on subject and grade.

No changes have been made to the assessment system required for **English Language Learners (ELs), or students whose first language is not English**. This winter, our EL students participated in the ACCESS for ELs tests based on the WIDA (World-Class Instructional Design and Assessment) English Language Development standards and are criterion-referenced English language proficiency tests designed to measure students' social and academic proficiency in English associated with the arts, mathematics, science, and social studies across the four language domains of speaking, listening, reading, and writing.

Some years, our schools are selected to participate in the National Assessment Education Program (NAEP). NAEP is the largest continuing and nationally representative assessment of what our students know and can do in various subjects. Rhode Island administers the Reading, Mathematics, and Science assessments. NAEP's major goals are to measure student achievement and report change in performance over time. NAEP provides results for states and the nation as a whole but does not provide scores for schools, classrooms, or individual students. NAEP only reports results at the state-level and for selected urban districts. Results are, however, disaggregated by race/ethnicity, gender, SD/EL status, and participation in the National School Lunch Program. School Selection Criteria: **Participation in NAEP mathematics and reading in grades 4 and 8** is mandatory schools selected by the state.

PARCC Data



World-Class Education

Next Generation Science Standards

Over the course of the past two years, Barrington Public Schools have transitioned to the Next Generation Science Standards (NGSS). These standards integrate science, mathematical and English Language Arts practices, allowing students to apply inquiry and problem solving across content areas. The practice standards, connected with the strong content standards, prepare BPS students to think like scientists. To ensure the implementation of these standards, BPS has revised its K-12 Science curriculum, and increased opportunities for students to apply their learning to authentic, real-world situations and issues.

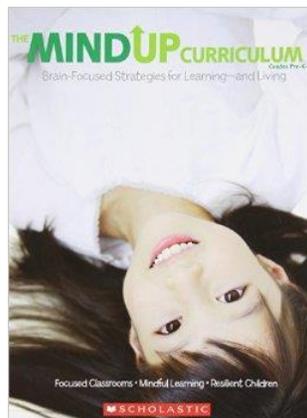
Practices in Mathematics, Science, and English Language Arts*		
Math	Science	English Language Arts
M1. Make sense of problems and persevere in solving them.	S1. Asking questions (for science) and defining problems (for engineering).	E1. They demonstrate independence.
M2. Reason abstractly and quantitatively.	S2. Developing and using models.	E2. They build strong content knowledge.
M3. Construct viable arguments and critique the reasoning of others.	S3. Planning and carrying out investigations.	E3. They respond to the varying demands of audience, task, purpose, and discipline.
M4. Model with mathematics.	S4. Analyzing and interpreting data.	E4. They comprehend as well as critique.
M5. Use appropriate tools strategically.	S5. Using mathematics, information and computer technology, and computational thinking.	E5. They value evidence.
M6. Attend to precision.	S6. Constructing explanations (for science) and designing solutions (for engineering).	E6. They use technology and digital media strategically and capably.
M7. Look for and make use of structure.	S7. Engaging in argument from evidence.	E7. They come to understanding other perspectives and cultures.
M8. Look for and express regularity in repeated reasoning.	S8. Obtaining, evaluating, and communicating information.	

* The Common Core English Language Arts uses the term “student capacities” rather than the term “practices” used in Common Core Mathematics and the Next Generation Science Standards.

World-Class Education

Social Emotional Learning

Barrington Public Schools is focused and committed to ensuring that we focus on the whole-child. To that end, social-emotional learning has been a critical area of focus in our strategic planning, school improvement team goals, teaching and learning approaches, and support services. This year, our Director of Student Services, Kristen Matthes, initiated a social-emotional learning task force. This task force is in the process of analyzing our PK-12 continuum of curriculum, supports, and interventions.



PK-12 Mindfulness curriculum and activities have been initiated, to emphasize the importance of helping students to have a growth mindset in school and in life. At the elementary level, Responsive Classroom and Positive Behavioral Supports are a focus in each of our classrooms. In addition, we have been working on the 5 Point Scale. This strategy allows our students to understand how they are feeling, and to respond to their feelings with healthy actions. Our middle school health classes have taken a concerted effort at ensuring students have an opportunity to learn and practice mindfulness strategies. At the middle and high school, our advisory programs focus on supporting students in healthy-decision making.

World-Class Education

Our focus on social-emotional learning is a direct response to our student voices through such reports as the Challenge Success Survey and Survey Works. [To learn more about the Challenge Success Survey Data click here.](#) We recognize the increasing stress that students, teachers, and families face, and strive to provide the skills and resources to support these challenges. As such, each school has analyzed their data to develop social-emotional goals as part of their school improvement plans. To see our [school improvement goals and our progress toward achieving them, click here.](#)

As we develop our strategic plan for the next five years, we will continue to focus on social emotional learning. If you are [interested in connecting with one of our service providers, please click here.](#)



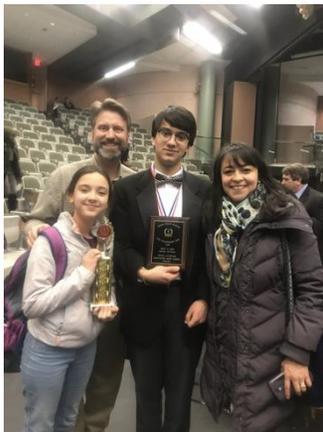
Students positively engaged in a kindergarten classroom

World-Class Education

STEAM

As the Barrington Public Schools enhances its science curriculum, focus has been given to the interdisciplinary approach to teaching and learning science known as STEAM. The acronym **STEAM** was first introduced by the Rhode Island School for Design, and indicates the purposeful integration of **Science, Technology, Engineering, Art, and Mathematics**.

BPS has increased its curricula focus on Project Based Learning (PBL). According to the Buck Institute (www.bie.org) **Project Based Learning's time has come**. The experience of thousands of teachers across all grade levels and subject areas, [backed by research](#), confirms that PBL is an effective and enjoyable way to learn - and develop [deeper learning](#) competencies required for success in college, career, and civic life.



High School Science Award Winner



Students engaged in STEM Class

Coding opportunities have increased from K-12. Opportunities include the Hour of Code, Sketch, Spheros, Basic Coding, Python, and Java. We are working on adding opportunities for students to learning coding for app development, coding for gaming, and Arduino.

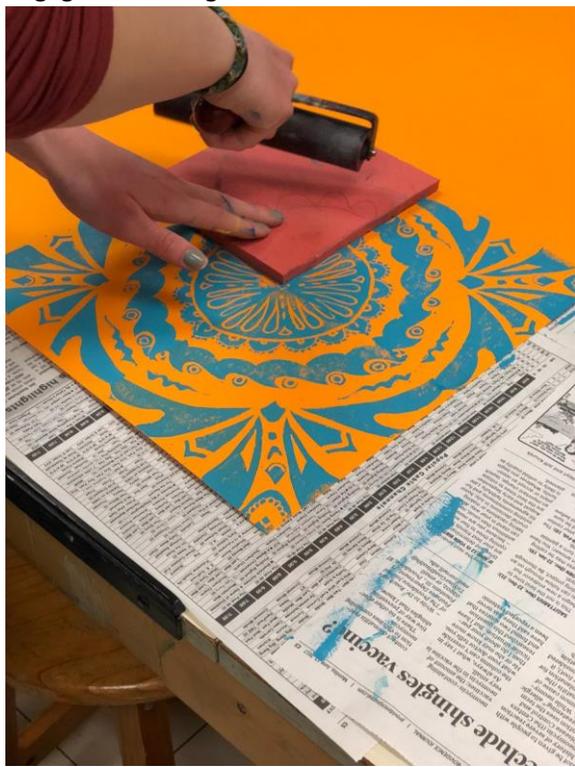
World-Class Education

The Arts

Barrington Public Schools provides students with a wide array of opportunities to engage in the arts through elementary music and arts programs, enrichment opportunities, middle and high school art, music, and theater classes. Our students astound us with their creativity and passion, sharing their work throughout the community at our Arts Nights, musical and theatrical productions, and state and national competitions.



Images from top to bottom: Students preparing for all state chorus and band, student printmaking, and students engaged in blue light art.

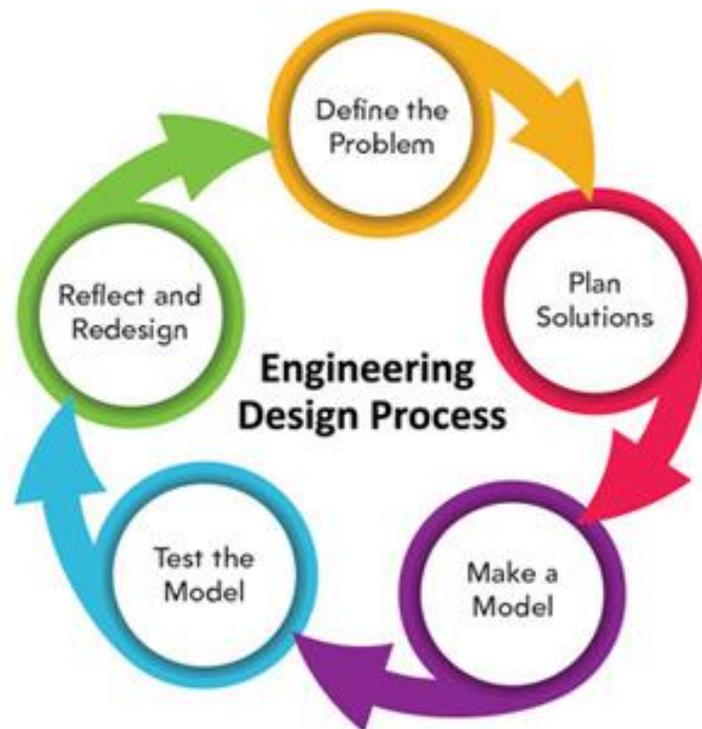


World-Class Education

Maker Spaces

Barrington Public Schools provides students with a wide array of opportunities to engage in design thinking through formal and informal maker spaces. Maker Spaces are community gathering point for tools, projects, mentors and expertise that create a learning environment rich with possibilities for collaboration and enables making through real and personally meaningful projects. **If successful, makerspaces should impact our students *Inspiration, Innovation and Education.***

The Design Thinking/Engineering Process is illustrated below in an image courtesy of www.tes.com



World-Class Education

Maker Spaces encourage and promote Student-Centered Learning. **Nellie Mae Education Foundation** asks, “Why should education be one-size fits all?”

- learning doesn’t stop when the final bell rings
- does your brain only work when you’re sitting in a chair?
- how do we prepare today’s learners for tomorrow’s economy?”

<http://www.nmefoundation.org/getattachment/Our-Vision/NMEF-Brochure-8-19.pdf>

Students engaged in creative problem solving in our Maker Spaces



World-Class Education

iCreate Lab & Internship Opportunities

*iCreate: experiencing a world beyond the classroom.
Satisfying community needs through collaboration, experience, and creativity*

Barrington High School is in the process of establishing the iCreate Lab. The Lab is a creative, DIY space where students can gather to lead, create, invent, and learn. The space includes 3D printers, software, electronics, craft and hardware supplies and tools, and more. The lab connects student consultants with local businesses and community stakeholders. Student consultants will answer local business needs by working on projects and tasks in the iCreate Lab. Requests will be made through the iCommunity Board website: www.bhscommunityboard.com

Student leaders are responsible for the iCreate Lab. Student leadership team trained to coach and mentor student and staff in the use of the iCreate Space, Equipment, and Design Thinking Process. The team is modeled after the Student Technology Assistance Team (STAT).

The program, led by Dana Pagliaro, also provides significant opportunities for students to engage in internships within and beyond the walls of the school.

What is iCommunity Board?

An internet-based platform to connect student interns & student consultants with local businesses

- Community stakeholders will connect through iCommunity to become:
 - Internship Mentors
 - Guest Speakers
 - Endeavor Partners
- Meaningful internships provide students the following:
 - Connect career and technical interests
 - Identify real-world experiences
 - Ability to work closely with an experienced mentor

DISTRICT FINANCIAL MESSAGE

Grants and Partnerships

Partner/Source	Purpose	Funding or Resources	Year(s)
Rhode Island Science Leadership Academy	To improve understanding of instruction using the Next Generation Science Standards.	Full summer training with stipends for teachers \$225,000	2015-2016 2016-2017
Learning Forward – What Works Now	To participate in training related to Plan Do Study Act Cycles of Continuous Improvement.	Training and travel, approximately \$15,000 of in-kind services.	2017-2019
RIDE NGSS Equip Grant	To develop rich interdisciplinary tasks for grades K-5.	Full-Funding for training, travel and national networking \$3,000 total	2016-2017
Barrington Education Foundation	To provide innovative learning opportunities throughout the district.	Funding includes, but is not limited to equipment, texts, STEAM activities, fieldtrips, events, technology, etc. Click for Grant's Funded.	2017-2018 2015-2016 2014-2015
New England Secondary School Consortium –League of Innovative Schools	To improve student centered learning.	Seat on the council and ongoing professional development \$2,000 including in-kind training	2016-present
PlayWorks.Org and Blue Cross Blue Shield	To improve recess activities and behaviors.	Full training for Sowams, Nayatt and Hampden Meadows \$22,500 Full training for Primrose School \$7,500	2018-2019 2016-2017

DISTRICT FINANCIAL MESSAGE

Grants and Partnerships

Partner/Source	Purpose	Funding or Resources	Year(s)
BPS K-12 Parent Teacher Organizations	To enhance programs in the six schools	Dollar amount varies by school and by year.	Ongoing
Highlander and Nellie Mae Fuse Architect Grant	To improve deeper learning and design thinking schools, and operationalize the iCreate Lab.	Full training for Barrington High School. \$75,000	2017-2019
Northeastern University Global Network of Experiential Educations (NExT)	To increase research-based understanding and implementation of experiential learning and deeper learning.	Leadership training and direct support from Northeastern in program development, implementation and evaluation.	2017-present
Advanced Course Network	To increase opportunities for students to engage in advanced courses and college courses	Funding for teachers in the network and for students to take courses outside of Barrington	2017-present
Rhode Island Office of Innovation Lighthouse Grant	To improve personalized, project-based learning at the Middle School.	Full training and provision of substitutes \$200,000	2017-2019
Highlander FUSE Fellowship	To improve technology integration and the acquisition of deeper learning competencies.	Training for one integration coach. Two years of job embedded coaching for deeper learning and makerspace curriculum	2015-2016 2016-2017 2017-2018

DISTRICT FINANCIAL MESSAGE

Example of Funding from Grants and Partnerships

Barrington Middle School (BMS) received one of three Rhode Island Office of Innovation Lighthouse School Grants in the sum of \$200,000 to personalize learning for students. As a Lighthouse School, BMS will enhance its practices around personalization, while sharing those practices within and beyond the state. As such, BMS will connect the Lighthouse work with our partnership work with Northeastern University to develop transformational learning opportunities which occur at the intersection of project-based learning (PBL), Deeper Learning (DL) and Experiential Learning (ExL). Our vision and mission, connected the purpose of the Lighthouse Grant, is to empower students to excel in the 21st century by providing them with opportunities to direct and take control of their own learning in meaningful real-world settings.

The components of the framework for the Lighthouse project are defined and informed by research and best practice from the field. The work and research of the Buck Institute for Education, the Hewlett Foundation, and Northeastern University have guided our grant plan. The Buck Institute defines PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.” Further BIE indicates, “PBL is an effective and enjoyable way to learn-and develop deeper learning competencies required for success in college, career, and civic life.” DL is “a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job” (Hewlett Foundation, 2013). Finally, Northeastern defines ExL as “the integration of the classroom and the real world...allowing students to transform ideas into impact and become global citizens.” Although all of these models have merit, we believe that it is at their intersection that personalized learning is optimized.

As a high-performing school, it is important that we make explicit connections between classroom learning and the application of that learning beyond the school walls. Thus, we recognize a need to strike a balance between the principles described above with our traditional educational programming. It is our responsibility to prepare our students to be contributing successful global citizens, who also have strong academic knowledge for success. We believe in addition to content, students need to be able to communicate, create, collaborate, critically think, have an academic mindset, and be reflective. Students need to see the transfer of knowledge and skills across settings and content areas. To achieve a balance between content and application, BMS will make experiential learning visible by providing guaranteed student experiential learning opportunities in all grades and classrooms, so that students can demonstrate and apply their understanding of core academic content through novel, real-world experiences.

Funding from this grant will allow us to create these opportunities and curricular connections, while providing teachers with the coaching and supports necessary for such project-based learning. Importantly, through our visioning sessions with Frank Locker, as we designed the new middle school, all stakeholders agreed that project-based learning should be central to the design and function of the school. The Lighthouse Grant will allow us to achieve the transition to the new school in a way that truly empowers all students to excel in the 21st century! To learn more, visit <http://bms4c.org/>

DISTRICT FINANCIAL MESSAGE

District Financial Message

Barrington Public Schools is fortunate to receive annual budget allocations that allows us to provide students with a high-quality education. As district leaders, we have been responsible stewards of taxpayer funds by continuously examining student needs and reallocating resources as necessary. Through prudent fiscal management, Barrington spends less per pupil as compared to other school districts in Rhode Island. In addition, over the past several years, we have stayed within 1% of the total district's operating budget. Supported by the School Committee's Fund Balance Policy, unexpended operating funds are re-invested in the schools' infrastructure.

During the summer of 2017 the district completed multiple "Immediate Health and Safety" projects. Examples of these projects included the following:

- Asbestos abatement at Primrose Hill
- Asbestos abatement at Nayatt Elementary Schools

[Detailed information is available on the District website](#)



SafeRoutes



Learn About Safe Routes to School Projects for Middle School and Primrose Hill School

A public meeting was held at 7 pm on Wednesday, February 28, 2018, at Primrose Hill School on plans to build and reconstruct sidewalks on Middle Highway as part of Safe Routes to School projects. The goal of the federally funded project is improvement of conditions for walking and biking to the Middle School and Primrose Hill School.

Department of Transportation staff and engineers will present and answer questions about the project.

The project is moving into the final plan stage. Construction is scheduled to start in the fall of 2018.

The work is to include:

- **Primrose Hill Elementary School**
 - Approx. 2,000 feet of sidewalk on Middle Highway (new/rebuilt) - from St. Andrews Farm to Sherwood Lane)
 - Sixteen new pedestrian ramps
 - Seven new crosswalks
 - Bike racks
- **Barrington Middle School**
 - Approx. 1,100 feet of sidewalk on Middle Highway - from the Bike Path to Seven Oaks Drive
 - Six new pedestrian ramps
 - Four new crosswalks
 - Bike racks

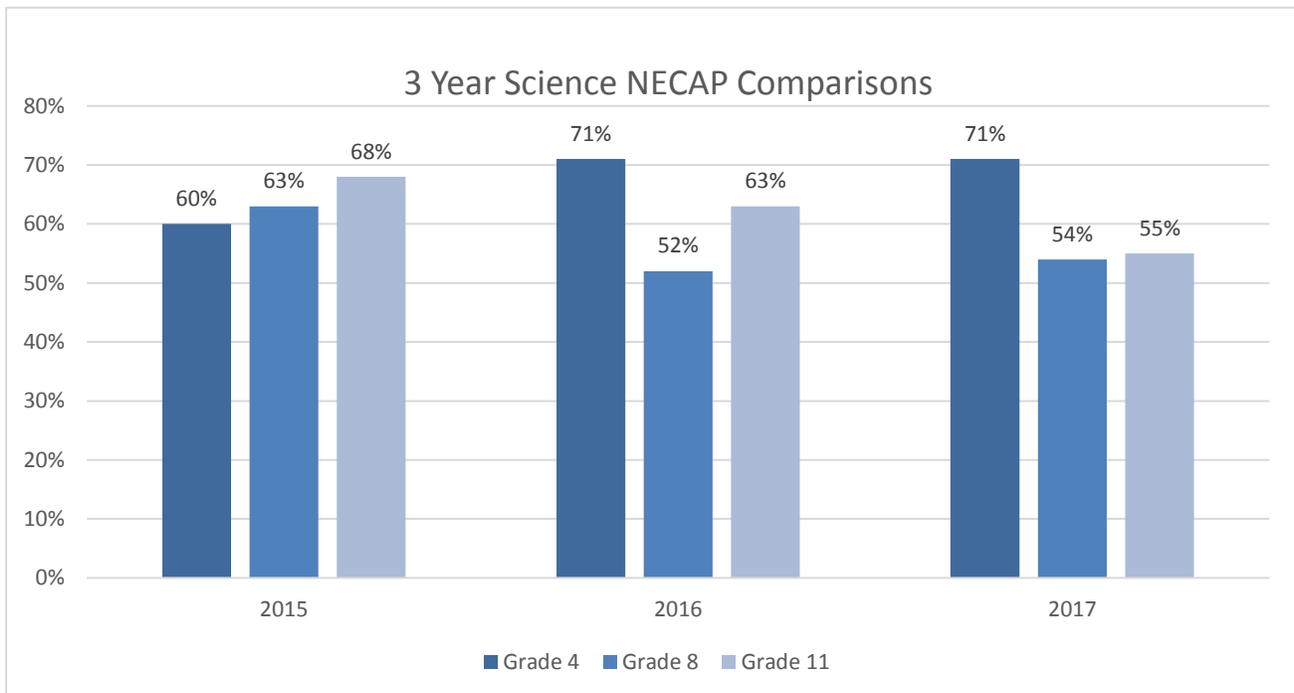
The project will be required to meet design standards in the Rhode Island Stormwater Design and Installation Standards Manual. This will require treatment for all new impervious surfaces added as part of the project.

NECAP Science

NECAP Science

- Although schools have shifted to the Next Generation Science Standards (NGSS), Rhode Island (RI) continues to assess science through the New England Common Assessment Program (NECAP). The Next Generation Science Assessment will be administered Spring 2018 for the pilot year.
- RI saw a slight increase in the percent of students proficient in grades 4, a decrease in grade 8, and an increase in grade 11.
- BPS saw a slight increase in the percent of students proficient in grade 4, an increase in grade 8, and a decrease in grade 11.

2017	RI % PROFICIENT	BPS % PROFICIENT
Grade 4	41%	71%
Grade 8	20%	54%
Grade 11	25%	55%



NECAP Science

	4	3	2	1
GRADE 4				
	Proficient with Distinction	Proficient	Partially Proficient	Substantially below Proficient
2017	4%	67%	26%	3%
2016	4%	67%	26%	3%
2015	2%	58%	34%	6%

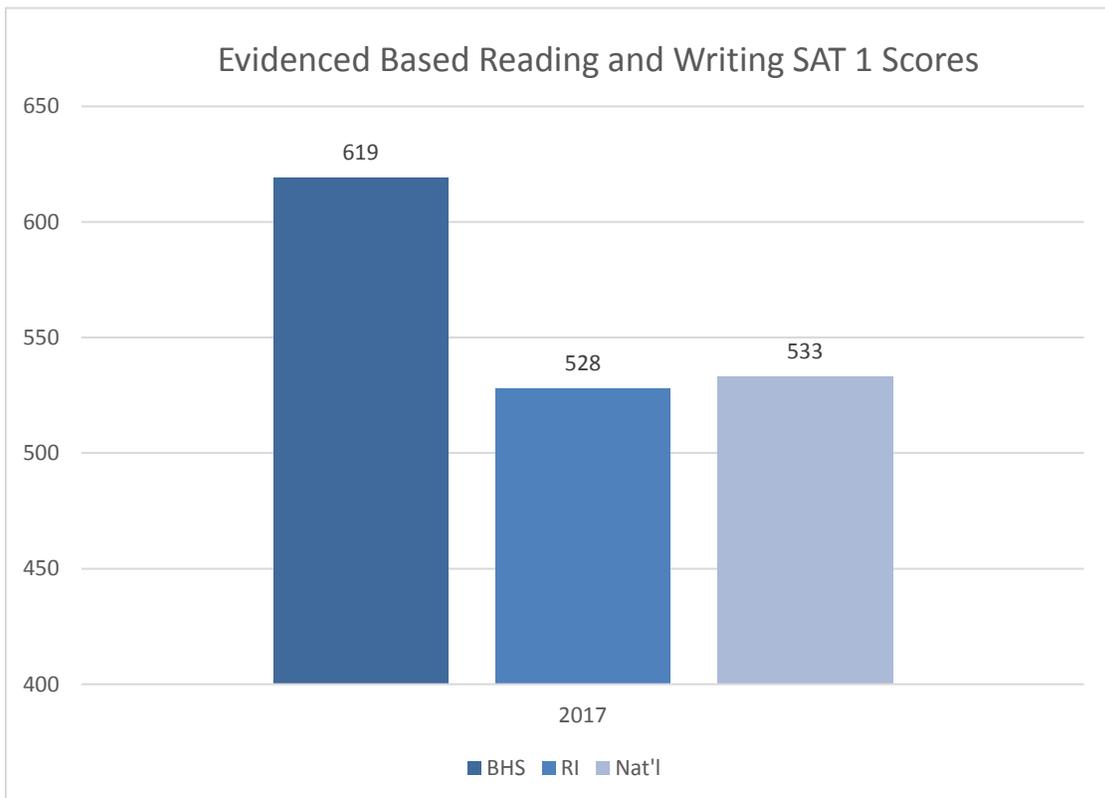
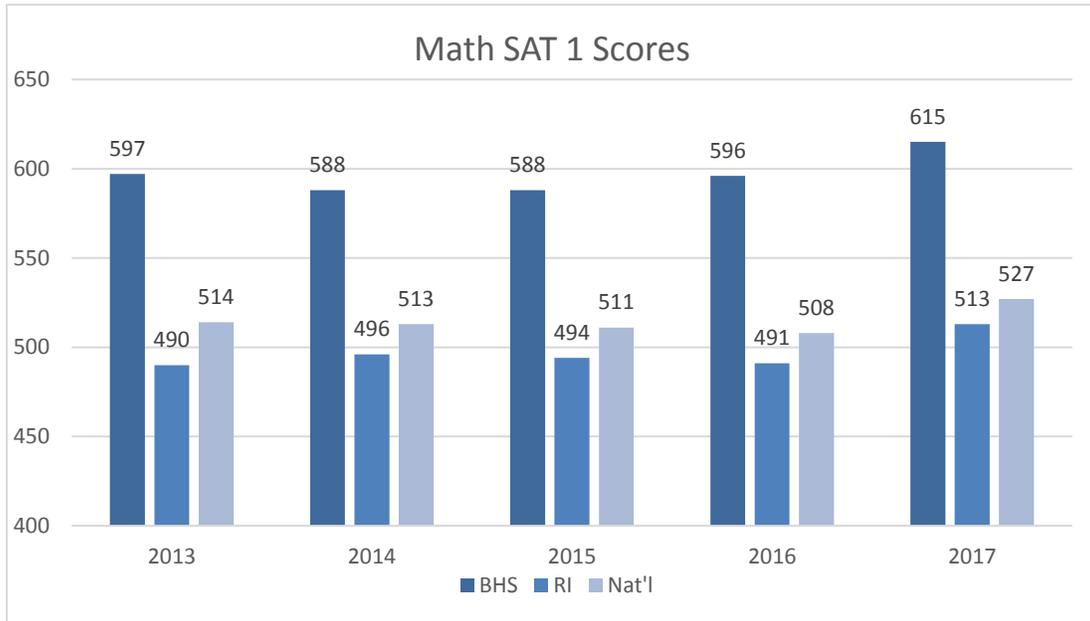
	4	3	2	1
GRADE 8				
	Proficient with Distinction	Proficient	Partially Proficient	Substantially below Proficient
2017		54%	40%	6%
2016	1%	51%	41%	7%
2015	4%	59%	33%	4%

	4	3	2	1
GRADE 11				
	Proficient with Distinction	Proficient	Partially Proficient	Substantially below Proficient
2017	3%	52%	38%	8%
2016	3%	60%	27%	10%
2015	6%	64%	26%	4%

SAT DATA

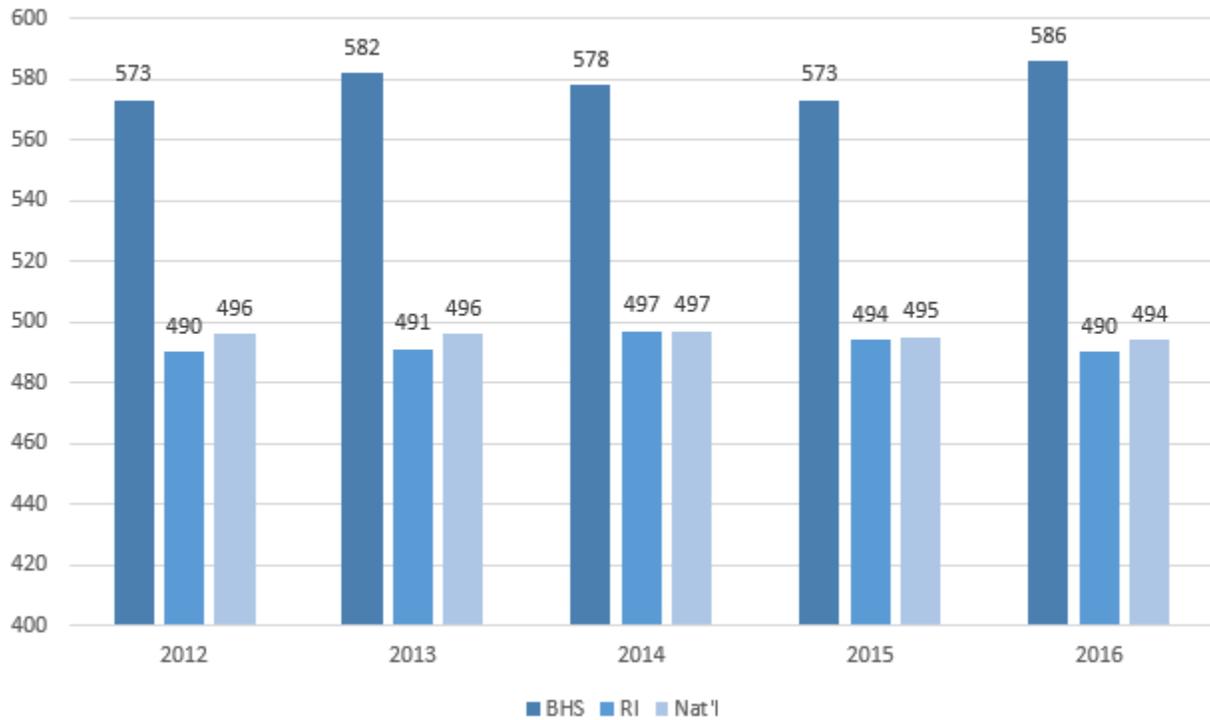
SAT Data

To Explore Longitudinal SAT State Data [Click Here](#)

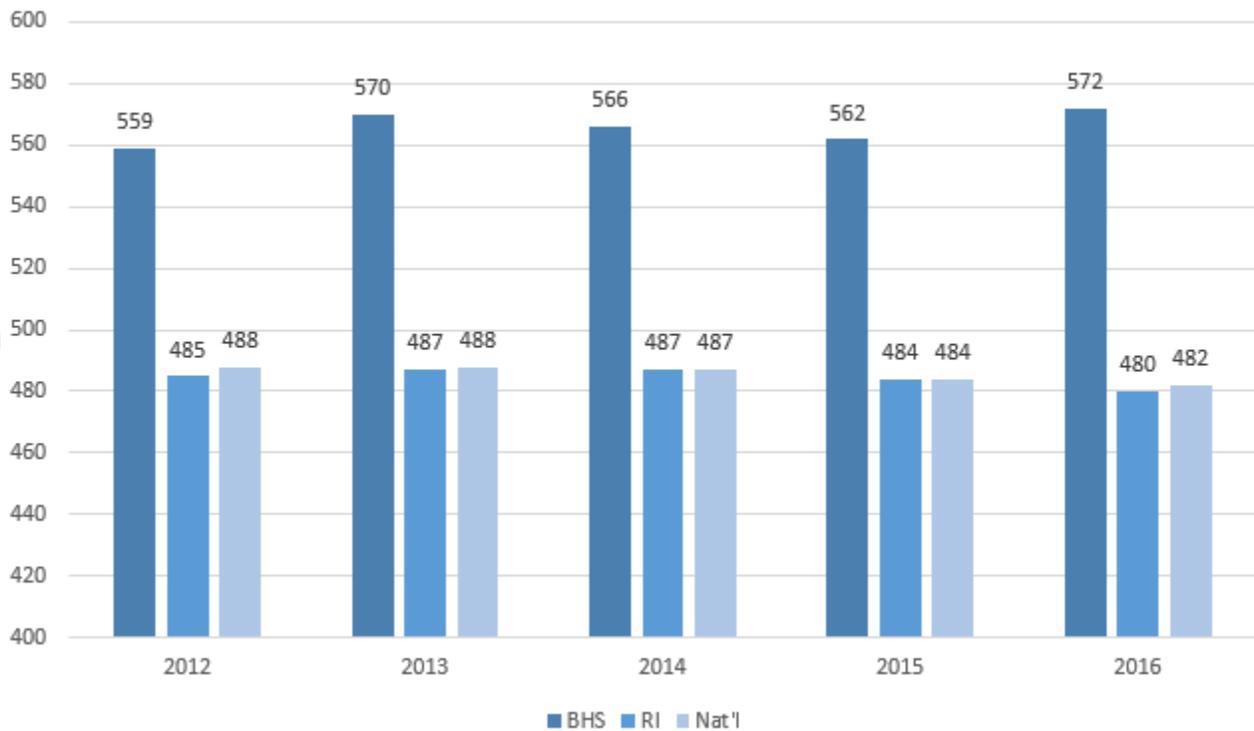


SAT DATA

Critical Reading SAT 1 Scores



Writing SAT 1 Scores



ACT DATA

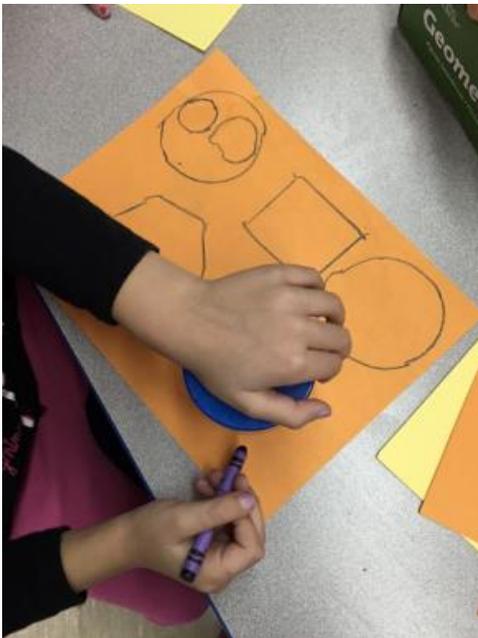
ACT Data

AVERAGE ACT SCORES

English			
Year	School	State	Nat'l
2011	23.9	23.1	20.6
2012	24.8	22.9	20.5
2013	26.0	22.4	20.2
2014	25.3	22.7	20.3
2015	25.5	23.0	20.4
2016	25.5	23.1	20.1
2017	26.9	24.0	20.3

AVERAGE ACT SCORES

Mathematics			
Year	School	State	Nat'l
2011	24.6	22.8	21.1
2012	25.6	22.7	21.1
2013	27.0	22.4	20.9
2014	26.3	22.8	20.9
2015	25.6	22.6	20.8
2016	26.0	22.9	20.6
2017	27.0	23.3	20.7



Elementary students learning shapes and collaborating on their devices

ACT DATA

ACT Data

AVERAGE ACT SCORES

Science			
Year	School	State	Nat'l
2011	22.7	22.1	20.9
2012	24.1	22.3	20.9
2013	25.0	22.0	20.7
2014	24.3	22.0	20.8
2015	24.4	22.5	20.9
2016	25.3	22.8	20.8
2017	26.1	23.4	21.0

AVERAGE ACT SCORES

Composite			
Year	School	State	Nat'l
2011	23.8	23.0	21.1
2012	25.1	22.9	21.1
2013	26.3	22.7	20.9
2014	25.6	22.9	21.0
2015	25.4	23.1	21.0
2016	26.2	23.3	20.8
2017	27.1	24.0	21.0



Hampden Meadows Elementary School Maker Space

ADVANCED PLACEMENT INFORMATION

Advanced Placement

AP COURSES	ENROLLED	TESTED	%
Biology	122	119	98%
Calculus AB	47	47	100%
Calculus BC	9	9	100%
Chemistry	31	31	100%
Computer Science A	22	21	95%
English (Lang/Comp)	90	90	100%
English (Lit/Comp)	56	55	98%
French	13	13	100%
Government	100	97	97%
Latin	10	10	100%
Macroeconomics	169	164	97%
Physics C Mechanics	23	23	100%
Spanish	24	23	96%
Statistics	16	16	100%
Studio Art: 2-D	10	8	80%
U.S. History	22	22	100%
World History	26	25	96%
TOTAL	790	773	98%

365 students took at least one Advanced Placement Examination.
690 (89%) of the scores were 3 or higher.

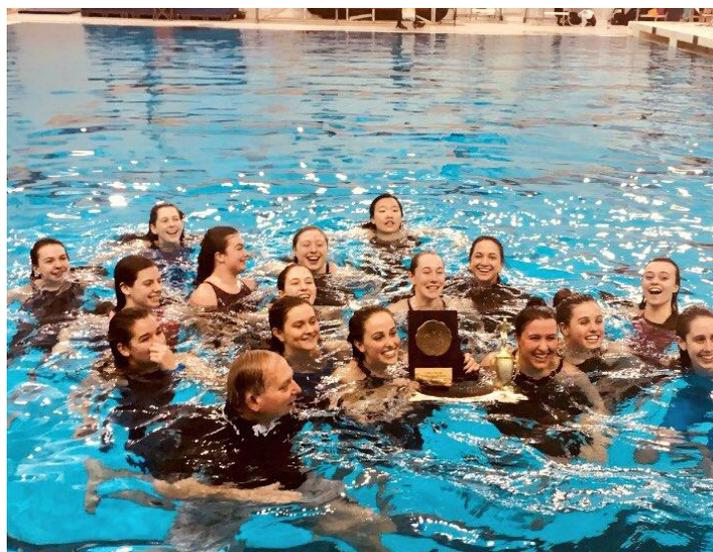


Girls' Champion Ice Hockey Team

ADVANCED PLACEMENT INFORMATION

SUBJECT	5	4	3	2	1	TOTAL	3 or Higher
Biology	11	34	48	25	1	119	78%
Calculus AB	22	13	9	2	1	47	94%
Calculus BC	9	0	0	0	0	9	100%
Chemistry	6	10	12	2	1	31	90%
Computer Science A	4	8	6	2	1	21	86%
English (Lang/Comp)	21	38	24	7	0	90	92%
English (Lit/Comp)	14	13	21	6	1	55	87%
Environmental Science	0	1	0	0	0	1	100%
French Language	1	4	5	2	1	13	77%
Government	29	34	26	6	2	97	92%
Latin	2	6	2	0	0	10	100%
Macroeconomics	61	58	30	12	3	164	91%
Music Theory	0	0	0	1	1	2	0%
Physics C Mechanics	5	8	7	3	0	23	87%
Psychology	1	0	0	0	0	1	100%
Spanish Language	6	7	8	1	1	23	91%
Statistics	1	0	13	2	0	16	88%
Studio Art: 2-D Design	3	3	2	0	0	8	100%
U.S. History	9	11	2	0	0	22	100%
World History	9	8	7	0	1	25	96%
TOTAL	214	256	222	71	14	777	89%

[To learn more about the historical AP Data Click Here from 2012-2017.](#)



Girls' Championship Swimming Team

BARRINGTON HIGH SCHOOL

Barrington High School

Barrington High School Gold Medal Winner in the 2017 U.S. News & World Report Annual

Best High School Rankings

- Ranked #2 in Rhode Island
- Ranked #417 in the Nation
- Ranked #110 in Science, Technology, Engineering, and Math (STEM) based on participation and success in Advanced Placement (AP®) science and math tests



High School March 14th Remembrance Event

ACTIVITIES AND ATHLETICS

2016-2017 Athletics

- 43 Athletic Teams; 638 Athletes (309 Girls, 329 Boys)
- 29 Varsity Sports Teams
 - 9 State Championship Teams
 - 1 Class Championship
 - 7 Division Championships
 - 2 Team Sportsmanship Award Winner
- Individual Accomplishments
 - 5 Individual Athlete State Champions
 - 18 First Team All-State Selections
 - 1 Rhode Island Gatorade Player of the Year (Volleyball)
 - 2 All American Selections (Lacrosse)
 - More than 50 All Class, All Division Selections from all varsity sports



Barrington PBS Quiz Bowl Team



Student Activities

- 38 Clubs and Activities
- Including Student Council and Class Officers
- Homecoming, School Dances, Talent Show, Battle of the Classes, Junior and Senior Prom

DISTRICT DATA

District Data

To dig deeper and to explore longitudinal data, please [Click Here](#).

Please note that these charts are provided by the Department of Education and represent the most recent data available. Years of data vary.

▼ Attendance

Measurements of student presence at school, or lack thereof. [Learn more](#)

	Year	This District	Statewide	Details
Attendance Rate (Elementary Schools)	2015-16	96 %	95 %	
Attendance Rate (Middle Schools)	2015-16	96 %	94 %	
Attendance Rate (High Schools)	2015-16	97 %	91 %	
Attendance Rate (All Schools)	2015-16	96 %	94 %	
Chronic Absenteeism (Elementary Schools)	2015-16	4 %	12 %	—
Chronic Absenteeism (Middle Schools)	2015-16	6 %	15 %	—
Chronic Absenteeism (High Schools)	2015-16	4 %	26 %	—

▼ Five Year Graduation Rate

Students Entering Grade 9 in 2011-12

Student persistence and degree attainment after 5 years of high school. [Learn more](#)

	Year	This District	Statewide	Details
Percent Graduated within 4 Years	2015-16	95.4 %	83.4 %	—
Percent Graduated in 5 Years	2015-16	1.1 %	3.2 %	—
Percent Graduated within 5 Years	2015-16	96.5 %	86.6 %	—

▼ Student Indicators

Measurements of student tendency to switch or stay within schools or districts over a school year.

[Learn more](#)

	Year	This District	Statewide	Details
Stability Index (Elementary Schools)	2015-16	96 %	87 %	—
Mobility Index (Elementary Schools)	2015-16	4 %	14 %	—
Stability Index (Middle Schools)	2015-16	98 %	89 %	—
Mobility Index (Middle Schools)	2015-16	2 %	12 %	—
Stability Index (High Schools)	2015-16	97 %	85 %	—
Mobility Index (High Schools)	2015-16	3 %	16 %	—

DISTRICT DATA

▼ Qualifications and Teacher-Student Ratio

Records of teacher certification, qualification requirements, and teacher-student ratios. [Learn more](#)

	Year	This District	Statewide	Details
Teachers with Emergency Certification	2015-16	0 %	1 %	—
Classes Taught by Not Highly Qualified Teachers (All Schools)	2015-16	1 %	2 %	—
Teacher-Student Ratio (All Teachers)	2015-16	1:11	1:11	—
Teacher-Student Ratio (Classroom Teachers)	2015-16	1:14	1:13	—

▼ Student Characteristics

Student demographic information. [Learn more](#)

	Year	This District	Statewide	Details
Students Eligible for Subsidized Lunch	2016-17	6 %	48 %	—
Students from Various Racial/Ethnic Backgrounds	2016-17	—	—	
Students Receiving ESL/Bilingual Education Services	2016-17	1 %	8 %	—
Students Receiving Special Education Services	2016-17	13 %	15 %	—

▼ Incidents of Suspension

Details regarding student removals from the classroom as discipline. [Learn more](#)

	Year	This District	Statewide	Details
Suspension Rate (Elementary Schools)	2014-15	0.2 per 100	3.8 per 100	
Suspension Rate (Middle Schools)	2014-15	3.2 per 100	32.2 per 100	
Suspension Rate (High Schools)	2014-15	3.2 per 100	32.2 per 100	
Number of Infractions (Elementary Schools)	2014-15	3	2480	
Number of Infractions (Middle Schools)	2014-15	26	10560	
Number of Infractions (High Schools)	2014-15	34	13637	

DISTRICT DATA

GRADUATING CLASS OF 2017

SIZE	243
Attending a 4 Year College	84%
Attending a 2 Year College	5%
Other (gap, military, prep, work)	11%

Class of 2017 colleges attended:

Assumption College, Baylor University, Bennington College, Boston College, Boston University, Bridgewater State University, Brown University, Bryant University, Case Western Reserve University, Champlain College, Clark University, Clemson University, Coastal Carolina University, Colby College, Colgate University, College of Charleston, College of the Holy Cross, Columbia University, Cornell University, Dickinson College, Elon University, Endicott College, Fairfield University, Fitchburg State University, Florida Gulf Coast University, Fordham University, Georgetown University, Hampshire College, Harvard University, Harvey Mudd College, Indiana University at Bloomington, Ithaca College, Keene State College, Lafayette College, Lehigh University, Long Island University, Post, Loyola University Maryland, Marist College, Marymount Manhattan College, McGill University, Massachusetts College of Pharmacy & Health Sciences, Miami University, Oxford, Middlebury College, Montserrat College of Art, Mount Holyoke College, New York University, Northeastern University, Old Dominion University, Plymouth State University, Pratt Institute, Providence College, Purdue University, Quinnipiac University, Reed College, Rhode Island College, Roanoke College, Roger Williams University, Rutgers University, New Brunswick, Sacred Heart University, Saint Anselm College, Saint Joseph's University, Salve Regina University, Savannah College of Art and Design, School of the Art Institute of Chicago, Sewanee: The University of the South, Skidmore College, Springfield College, St. John's University - Manhattan Campus, State University of New York at Albany, Suffolk University, Technische Universiteit Eindhoven, Texas State University, The Catholic University of America, The Citadel, The Military College of South Carolina, The Culinary Institute of America- NY, The Evergreen State College, The George Washington University, The New School - All Divisions, The University of Arizona, The University of Tampa, Tufts University, Tulane University, United States Coast Guard Academy, United States Naval Academy, University of California, Davis, University of California, Los Angeles, University of Chicago, University of Connecticut, University of Delaware, University of Hartford, University of Illinois at Urbana - Champaign, University of Louisville, University of Maine, University of Massachusetts, Amherst, University of Miami, University of Michigan, University of New England, University of New Hampshire at Durham, University of New Haven, University of North Carolina at Charlotte, University of Pennsylvania, University of Pittsburgh, University of Rhode Island, University of South Carolina, University of Southern California, University of Southern Maine, University of Vermont, University of Virginia, Vassar College, Villanova University, Virginia Tech, Wake Forest University, Wentworth Institute of Technology, and Yale University.

DISTRICT ADMINISTRATION

District Administration

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