

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

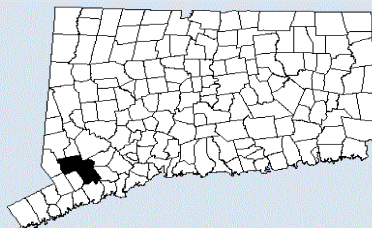


Regional School District 09

203-261-2513 • <http://www.er9.org>

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	867
Per Pupil Expenditures ¹	\$24,759
Total Expenditures ¹	\$22,877,540

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	427	49.3	48.4
Male	440	50.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	34	3.9	5.2
Black or African American	7	0.8	12.7
Hispanic or Latino of any race	59	6.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	44	5.1	3.8
White	723	83.4	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	94	10.8	43.3
Students with Disabilities ³	117	13.5	16.0

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

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

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	38	8.9	*	*
Male	29	6.7	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	8	13.3	*	*
White	56	7.8	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	12.9	*	*
Students with Disabilities	21	18.9	8	6.4
District	67	7.8	15	1.7
State		12.2		4.9

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

Number of school-based arrests: 0

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

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	54.8
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	7.1
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	9.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	4.7
Counselors, Social Workers and School Psychologists	8.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	58.9

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	2.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	86	97.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	7	*	10	*
White	74	43.8	139	72.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	17	73.9
Students with Disabilities	12	50.0	19	70.4
District	98	46.9	163	74.1
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	36	92.3
Other Health Impairment	35	89.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	95	76.0
State		67.8

³ 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).

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	2.1	2.0
Emotional Disturbance	17	1.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	39	4.4	5.7
Other Health Impairment	39	4.4	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	125	14.0	15.6

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

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	6.4	8.2
Private Schools or Other Settings	11	8.8	5.0

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

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,446,732	\$17,799	\$10,923
Support services - students	\$280,464	\$321	\$1,277
Support services - instruction	\$382,447	\$437	\$682
Support services - general administration	\$342,015	\$391	\$467
Support services - school based administration	\$981,533	\$1,122	\$1,021
Central and other support services	\$348,051	\$398	\$679
Operation and maintenance of plant	\$2,375,372	\$2,715	\$1,718
Student transportation services	\$1,720,897	\$1,967	\$1,288
Food services	\$30	\$0	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$22,877,540	\$24,759	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,297,605	22.7	28.5
Instructional Aide Salaries	\$698,178	12.2	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$593,106	10.4	13.0
Purchased Services Other Than Transportation	\$352,127	6.1	5.7
Special Education Tuition	\$2,230,549	38.9	22.5
Supplies	\$13,329	0.2	0.6
Property Services	\$49	0.0	0.3
Purchased Services For Transportation	\$526,912	9.2	8.0
Equipment	\$15,212	0.3	0.2
All Other Expenditures	\$1,170	0.0	0.1
Total	\$5,728,236	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	94.7
State	4.4
Federal	0.7
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

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

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	91.7
Students with Disabilities	34	79.4
District	235	96.6
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

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

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	90.4	98.0
Male	88.3	96.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	90.0	98.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	72.7	*
Students with Disabilities	75.0	*
District	89.3	97.3
State	71.5	87.5

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

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

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

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.8%	<=5%	12.2%
	High Needs Students	15.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	60.8%	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		89.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		89.2%	75%	71.5%
Arts Access		70.0%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	89.8%	4.2%	10.9%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

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

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

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 9 provides students with identified disabilities direct support through their individual education plans which allow them to develop and implement appropriate transition plans for their post-secondary education and career goals. During the 2019-20 school year, the district provided services for 14% of students and all of those students were on track for timely graduation. The majority of students are spending 88% or more of their time with non-disabled peers. Students receive support and direct instruction on reading, research and analytical writing skills. Co-taught course offerings focus on Algebra 1 and Geometry to ensure students are developing college-ready math skills. Our in-district autism program continues to provide direct individual instruction in functional academics, communication, daily living skills, and social skills. Students develop their vocational skills both on-campus and in the community. Our Unified Sports program involves exceptional and typical children working together in team activities such as basketball, bowling, soccer, drumming, and gardening. The Best Buddies program and Unified Theatre compliment these programs. Students who have experienced trauma and missed instructional time are provided individualized support through Bridge services where academic and social/emotional support is available throughout the day. Students are able to move between attendance in their typical classes and accessing this support. Parents have access to their child's academic record through PowerSchool, as well as teachers' webpages and Google classrooms. ListServ Blasts, the PTSA Focus Newsletter and the school website supply information on school happenings to the community. Student attendance is carefully monitored in accordance with the State Board of Education guidelines. When needed, meetings are conducted with the student, parent, counselor, school social worker, and an administrator to devise a plan of action to address attendance concerns. Joel Barlow High School reaches out to parents through organizations such as the PTSA, which meets monthly. Active parent-led booster clubs support our sports teams. Our Easton-Redding Community Care Coalition has an active parent group that collaborates with the school toward the common goal of keeping our students safe and supporting healthy living and wellbeing.

Our Mental Health First Aid trainer has provided opportunities for parents to receive this training as well as numerous students. Our counseling department hosts grade-level coffees for parents. Each coffee focuses on a topic of interest, such as transitioning to the high school and the college admissions process. Our Open House, Program of Studies night, and Barlow Palooza showcase are additional opportunities for parents to learn about the school and partner with us in supporting all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District #9, Joel Barlow High School, works to reduce ethnic, racial, ethnic, isolation through a variety of programs. Six students from the towns of Easton and Redding attend the Fairchild Wheeler Interdistrict Magnet School in Bridgeport. Five students, currently enrolled at Barlow, attend the Regional Center for the Arts program as part of their academic day. Three students attend the Center for Global Studies in Norwalk, one attends the Bridgeport Military Academy, two attend the Trumbull Agriscience School, seven students at Abbott Tech in Danbury, and eight students attend The Academy of Information Technology and Engineering in Stamford. Cooperative Educational Services facilitates an open choice initiative called Project Choice. Bridgeport students apply and are chosen from a lottery to attend Easton schools and Barlow through the Project Choice program. This year seven Bridgeport students are enrolled at Barlow. Our faculty, working through the curriculum, extracurricular activities, provides many opportunities for our students to interact with students throughout the region, the state, and beyond. A significant number of students participate in debate tournaments, traveling to Boston, Danbury, Fairfield, New Haven, Stamford and other diverse communities to compete. Our World Language Department continues to support several experiences and activities, including the Spanish Immersion Community Project with Danbury High School and a French student exchange program with a school in Orleans, France. Students enrolled in the Drawing course combine the skills of foundational portraiture with compassion, and the desire to create meaningful change, when submitting portraits to the Memory Project each spring. The entire staff will engage in anti-bias training throughout the 2020-2021 school year. Finally, the Unified Sports teams provide another experience for our students to work with diverse populations.

District Profile and Performance Report for School Year 2019-20

Regional School District 09

Equitable Allocation of Resources among District Schools

Allocation of resources is determined through an annual process of developing each school's operating budget in the district. Budgetary decisions are guided by the district's strategic commitment to academic excellence, character education, personalized learning and community involvement. All teachers provide input to their principals who work collaboratively with the Director of Finance that reflects each school's mission. The budget is proposed publicly at meetings conducted by the Board of Education, where members of the public are invited to provide input. Allocation of resources is discussed at monthly Board of Education meetings. Expenditures are balanced to sustain all academic and non-academic programs and determined in a manner that ensures full participation by members of the staff and full transparency to the community.