

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



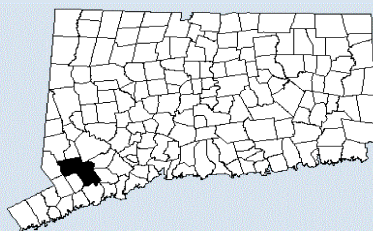
Regional School District 09

Dr. Thomas McMorran, Superintendent • 203-261-2513 • <http://www.er9.org>

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	909
Per Pupil Expenditures ¹	\$22,519
Total Expenditures ¹	\$22,518,927

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC 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 2017-18 and include all grades offered by the district.

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

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

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

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	432	47.5	48.4
Male	477	52.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	36	4.0	5.1
Black or African American	7	0.8	12.8
Hispanic or Latino	53	5.8	24.8
Pacific Islander	*	*	0.1
Two or More Races	38	4.2	3.3
White	772	84.9	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	31	3.4	36.7
Students with Disabilities ¹	106	11.7	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	36	8.4	9	2.1
Male	43	9.0	27	5.6
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	65	8.4	29	3.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	20.4	*	*
Students with Disabilities	21	21.2	6	5.3
District	79	8.7	36	4.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 8

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18

Regional School District 09

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	58.7
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.7
School Level	8.5
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	62.4

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.1	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	2.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	88	96.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.5

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	*	*	*	*
Hispanic or Latino	6	*	9	*
White	95	48.5	145	69.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	9	*	9	*
Students with Disabilities	6	*	16	61.5
District	114	49.6	174	70.7
State		69.3		80.1

²College-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	7	30.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	24	85.7
Other Health Impairment	21	72.4
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	66	57.9
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Regional School District 09

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	23	2.5	1.8
Emotional Disturbance	18	1.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	28	3.0	5.2
Other Health Impairment	29	3.1	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	0.7	1.8
All Disabilities	114	12.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	7.0	8.3
Private Schools or Other Settings	15	13.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,676,059	14,366	9,847
Instructional Supplies and Equipment	264,510	278	287
Improvement of Instruction and Educational Media Services	348,998	367	589
Student Support Services	223,525	235	1,120
Administration and Support Services	1,623,834	1,706	1,905
Plant Operation and Maintenance	2,045,695	2,149	1,648
Transportation	1,534,078	1,389	904
Costs of Students Tuitioned Out	2,802,152	N/A	N/A
Other	76	0	208
Total	22,518,927	22,519	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,171,099	2,281	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,214,141	20.8	33.8
Noncertified Personnel	568,989	9.7	14.5
Purchased Services	324,642	5.6	5.5
Tuition to Other Schools	2,742,087	46.9	23.4
Special Ed. Transportation	534,559	9.1	8.7
Other Expenditures	461,051	7.9	14.1
Total Expenditures	5,845,469	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.8	93.3
State	5.3	5.8
Federal	0.8	0.9
Tuition & Other	0.1	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	8	*	8	*
Black or African American	*	*	*	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	8	*	8	*
White	190	70.0	190	69.1
English Learners	*	*	*	*
Non-English Learners	221	69.9	221	68.9
Eligible for Free or Reduced-Price Meals	16	*	16	*
Not Eligible for Free or Reduced-Price Meals	206	70.0	206	69.2
Students with Disabilities	16	*	16	*
Students without Disabilities	206	71.4	206	70.5
High Needs	31	57.2	31	54.5
Non-High Needs	191	71.7	191	71.0
District	222	69.7	222	68.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	85.6	202	85.6
Curl Up	N/A	N/A	N/A	93.6	202	93.6
Push Up	N/A	N/A	N/A	81.7	202	81.7
Mile Run/PACER	N/A	N/A	N/A	78.7	202	78.7
All Tests - District	N/A	N/A	N/A	61.4	202	61.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

District Profile and Performance Report for School Year 2017-18

Regional School District 09

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	35	80.0
District	267	95.9
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	181	80.4
Male	96.0	176	70.1
Black or African American	*	0	*
Hispanic or Latino	100.0	17	63.0
White	96.3	308	76.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	16	51.6
Students with Disabilities	71.1	8	17.8
District	96.8	357	75.0
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.3	97.3
Male	85.7	95.0
Black or African American	*	*
Hispanic or Latino	*	*
White	87.9	96.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	75.0	90.9
District	86.0	96.3
State	70.9	88.3

⁵College 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.

⁶College 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 2017-18

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.7	75	92.9	100	92.9	67.6
	High Needs Students	57.2	75	76.3	100	76.3	57.5
Math Performance Index	All Students	68.7	75	91.6	100	91.6	62.7
	High Needs Students	54.5	75	72.6	100	72.6	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.3	10.7%
	High Needs Students	20.1%	<=5%	19.7	50	39.5	16.6%
Preparation for CCR	% Taking Courses	60.5%	75%	40.3	50	80.7	74.8%
	% Passing Exams	75.0%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.9%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		94.9%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		86.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 61.4%	75%	40.9	50	81.8	96.6% 50.1%
Arts Access		66.6%	60%	50.0	50	100.0	51.2%
Accountability Index				927.0	1050	88.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.7	57.2	14.5	15.9	
Math Performance Index Gap	71.0	54.5	16.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	94.9%	-0.9%	12.7%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.6
	High Needs Students	88.9
Math	All Students	96.6
	High Needs Students	88.9
Science	All Students	95.3
	High Needs Students	86.1

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

Regional School District 09

Narratives

School District Improvement Plans and Parental Outreach Activities

All Region 9 students with identified disabilities receive support through their individual education plans and transition programs that allow them to move on successfully to postsecondary education programs or meaningful employment. The majority of students spend 89% or more of their time with non-disabled peers. The department has increased teachers, SLP's and other service providers who provide push-in services to students at critical points in the curriculum. Students now receive services in the classroom on the freshman Lens project, the junior US History research paper, and in preparation for their senior oral English exam. Co-taught course offerings have increased in mathematics. Special education teachers also work alongside their general education partners in curriculum writing to ensure all students have opportunities to access a challenging curriculum and prepare for post-secondary learning. Our in-house autism program, named the 3E Program, continues to provide direct individual instruction in functional academics, communication, daily living, vocational, and social skills. Each student has work experiences beginning on-campus, then moving into the community. Our Unified Sports program involves exceptional and typical children working together in team activities. Students participate in basketball, bowling, gardening, and soccer, and have "Dream Team" experiences in which they participate with varsity sports teams. This year, Unified Theatre was added and a drumming program incorporated into the students' wellness curriculum. A Best Buddies program was also introduced to further promote inclusion opportunities. All parents have access to their child's academic record through PowerSchool, as well as the assignments and supports posted on teachers' webpages. ListServ Blasts, PTSA Focus Newsletter and our school website enhance awareness of school happenings. Student attendance is carefully monitored in accordance with the State Board of Education guidelines. When needed, a chronic absence or truancy meeting is conducted with the student, parent, counselor, school social worker, and an administrator to devise a plan of action to address the attendance concerns. Joel Barlow High School reaches out to parents through organizations such as the PTSA, which meets monthly, and combines a business meeting with presentations about the workings of the school. 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 well-being. Our Mental Health First Aid and Social Emotional Learning groups further provide opportunities for parents to receive training and contribute to the improvement of our school programs and support for students at home. Our counseling department hosts grade-level coffees for parents. Each coffee focuses on a topic of interest, such as transitioning to the high school for parents of freshmen and the college admissions process for parents of seniors. Our Open House, Program of Studies, and Barlow Palooza 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. Twelve students from the towns of Easton and Redding attend the Fairchild Wheeler Interdistrict Magnet School in Bridgeport. Nine students, currently enrolled at Barlow, attend the Regional Center for the Arts program as part of their academic day. Two students attend the Center for Global Studies in Norwalk, five attend the Trumbull Agriscience School, and six 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, travelling 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. Spanish VI students log hundreds of community service hours while working with native Spanish speakers in area towns and cities. 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. Teachers host a variety of Academy Periods, or forums, throughout the school year. Academy topics vary, but a recent topic focused on educating students about the construct of race. Finally, the Unified Sports teams provide another experience for our students to work with diverse populations. Each year, students travel to compete in Unified Sports Jamborees.

District Profile and Performance Report for School Year 2017-18

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.