

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 09**

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Easton,
ConnecticutWebsite: www.er9.org

This regional school district serves Easton, Redding

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 15,542

1990-2000 Population Growth: 9.2%

Number of Public Schools: 1

Per Capita Income in 2000: \$52,183

Percent of Adults without a High School Diploma in 2000*: 5.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%

District Enrollment as % of Estimated. Student Population: 85.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 958
5-Year Enrollment Change -2.6%

DISTRICT GRADE RANGE

Grade Range 9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	7	0.7	1.4	32.6
K-12 Students Who Are Not Fluent in English	1	0.1	0.6	5.4
Students Identified as Gifted and/or Talented*	31	3.2	6.1	4.1
PK-12 Students Receiving Special Education Services in District	102	10.6	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	41	9.0	7.8	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.4
Asian American	28	2.9
Black	7	0.7
Hispanic	24	2.5
White	895	93.4
Total Minority	63	6.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

2.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The following programs and activities have taken place to reduce racial, ethnic and economic isolation: the debate team competed in tournaments with debaters from schools throughout Connecticut; the chess team competed in multiple tournaments with students from area schools including Danbury, Newtown and Ridgefield high schools; World language students participated in a Spanish immersion exchange project at Danbury high school with members of the ASPIRA club (Latino students who have lived in the US less than six years) to facilitate language acquisition through community outreach, understanding diversity and exposure to native Spanish speakers; World Language Latin Club students competed with over 2,000 students in the annual CT State Latin Day in Cheshire, CT where they sampled a variety of workshops and competed in academic and athletic contests; thirteen students competed in the Mock Trial Regional Round competitions with students of diverse backgrounds from area high schools; Partners-In-Science students toured Boehringer-Ingelheim labs and attended research-based lectures with students from area schools; the Interact Club attended Rotary UN Day in New York and participated in panel discussions with students from area schools regarding international science opportunities; students and their art teacher conducted a jewelry auction that was held to raise funds for a Memphis, TN high school; students with disabilities attended Norwalk Community College as a transition activity; students competed in the Challenge Quiz Bowl in New York with area high schools; students in Model UN Club participated in 3-day conference in Boston with students from area high schools; Select Choir members gained feedback from members of an internationally diverse choral group and participated with five other choirs from CT high schools in the Chanticleer Choral Festival; Barlow Players drama students participated in the two day CT Drama Association Festival where they performed one-act plays and participated in feedback forums where each play was adjudicated for performance and technical aspects; members of the Jazz Ensemble performed in the Greenwich High School Jazz Festival and participated in a workshop and clinic; Spanish 6 students toured the Museo del Barrio in Harlem and participated in guided field work related to the community outreach initiative; instrumental music students and the Select Choir performed at the Festivals of Music adjudication with choral and music students of diverse backgrounds from all states; and students competed in the Euro-Challenge competition in New York City with students from the tri-state area to win laurels by using knowledge of European economic development and macro economic theory.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 4 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 5 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	
Grade 6 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 8 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	78.8	45.9	93.9	
Writing Across the Disciplines	90.3	59.6	97.0	
Mathematics	75.7	48.7	88.6	
Science	79.0	45.3	97.7	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	0.0	N/A	N/A

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.7	68.5	
Average Score	Mathematics	569	508	90.7
	Critical Reading	571	503	95.3
	Writing	584	506	96.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	97.6	91.3	73.8
2008-09 Annual Dropout Rate for Grade 9 through 12	0.3	3.0	89.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.8	84.5
% Employed (Civilian Employment and in Armed Services)	4.9	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	66.82
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	6.13
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	8.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.75
Counselors, Social Workers, and School Psychologists	8.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	81.00

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	13.1	13.8
% with Master's Degree or Above	83.8	88.5	77.8

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	20.1	21.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	975	988	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1.7	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$11,198	\$11,701	\$8,280	\$9,168	\$7,829
Instructional Supplies and Equipment	\$388	\$406	\$325	\$270	\$279
Improvement of Instruction and Educational Media Services	\$418	\$437	\$393	\$653	\$459
Student Support Services	\$162	\$169	\$757	\$958	\$859
Administration and Support Services	\$1,583	\$1,654	\$1,841	\$1,509	\$1,426
Plant Operation and Maintenance	\$2,076	\$2,170	\$1,546	\$1,920	\$1,462
Transportation	\$932	\$855	\$818	\$748	\$694
Costs for Students Tuitioned Out	\$1,268	N/A	N/A	N/A	N/A
Other	\$120	\$125	\$346	\$236	\$162
Total	\$18,145	\$18,534	\$14,857	\$16,033	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,706	\$2,828	\$1,821	\$1,997	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,150,748	17.4	19.9	20.7

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	95.1	4.2	0.8	0.0
Excluding School Construction	94.4	4.7	0.9	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Joel Barlow High School is a regional school serving the towns of Easton and Redding. It is the only school in Region 9. Allocation of resources is determined through the annual process of developing the school's operating budget. Budgetary decisions are guided by the district's strategic commitment to academic excellence, character education, personalized learning, and community involvement. All teachers give input to their department chairs who work collaboratively with the head of school to develop a budget that reflects the school's mission, particularly Joel Barlow's commitment to the students' academic, civic and social development. The budget is proposed publicly at informational meetings conducted by the board of education, where members of the public are able to provide input. The board of education regularly convenes advisory committee meetings to discuss the allocation of resources. These include financial advisory, facilities and field, and capital maintenance. High school students participate in course registration with input from their families. This is taken into account when budgets are developed. That registration precedes the budget, which means that specific up-to-date data can be used to accurately predict staffing needs. Both towns bear proportionate costs, which are allocated according to the percentage of students enrolled from each town. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	119
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	9	0.9	0.9	1.0
Learning Disability	38	3.9	3.9	3.9
Intellectual Disability	4	0.4	0.2	0.5
Emotional Disturbance	15	1.5	0.4	1.0
Speech Impairment	7	0.7	2.2	2.2
Other Health Impairment*	41	4.2	2.1	2.1
Other Disabilities**	5	0.5	0.6	0.9
Total	119	12.1	10.2	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	96.6	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.9	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	30.0	13.8	78.8	45.9
	Writing Across the Disciplines	45.5	16.8	90.3	59.6
	Mathematics	36.8	16.7	75.7	48.7
	Science	22.7	13.0	79.0	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% Assessed Using Skills Checklist		2.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	17	14.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	89	74.8	78.0	73.4
40.1 to 79.0 Percent of Time	14	11.8	15.7	15.3
0.0 to 40.0 Percent of Time	16	13.4	6.3	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As part of the faculty's ongoing professional development, teachers worked in one of four self-organizing study teams throughout the year to delve deeply and meaningfully into a topic linked to improved student performance. Approximately twenty general and special education teachers as well as support staff examined the pre-referral process for special education. This refined process now provides for increasingly intensive tiers of support prior to referral to special education. The Student Assistance and Intervention Team was reorganized, along with all forms, to ensure our alignment with Connecticut's overall SRBI initiative. A subgroup of six teachers attended additional intensive training in SRBI, with these trainers providing two full days of feedback and critique onsite. Special education and related service teachers received further training on progress monitoring and data collection. Use of the web-based program Skills Tutor which provides tutorial support for math, reading and writing was implemented for IEP students and students identified through our universal screens. The special education program benefitted from the implementation or development of a number of ongoing initiatives. (1) Power School: In the Spring of 2010, we began training the faculty and staff K-12 to use PowerSchool, which should improve communication with parents, longitudinal data analysis, accuracy of recordkeeping, and timely feedback to students; (2) The professional development program is moving into the 2nd year of a 4-year cycle. A quarter of the staff received 14 or more hours of professional development on SRBI; (3) Many teachers adopted professional growth goals that were both team-oriented and related to our professional development strands: Literacy, SRBI, Technology in the Classroom, and Inquiry-based instruction, all of which should benefit our students with special needs; (4) Monthly meetings with our PTSA reflect increased enrollment and greater partnership. We began a study group based on the Parent Partnership Model at Johns Hopkins University; (5) our dean implemented more responsive, data-driven discipline of students, which measurably reduced the number of infractions as compared with the previous school year; (6) we collected performance data on our extra-curricular program that allowed us to expand club offerings, which increases opportunities for students to engage in social growth; (7) Our mentoring/advisory program grew from a first semester transition model for incoming freshmen to a 9-12 advisory program for all students; (8) Improved coordination of instruction and assessment, particularly through pre-assessment analysis and intervention, contributed in part to the improvement in the 2010 CAPT scores, in all four content areas.
