

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



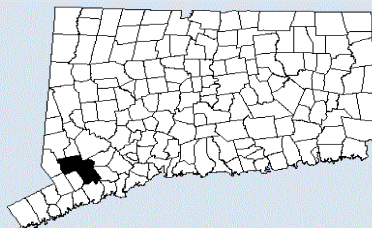
Regional School District 09

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

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	889
Per Pupil Expenditures ¹	\$24,176
Total Expenditures ¹	\$22,749,542

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	425	47.8	48.4
Male	464	52.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	36	4.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	54	6.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	45	5.1	3.6
White	745	83.8	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	75	8.4	42.1
Students with Disabilities ³	110	12.4	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	34	8.0	8	1.9
Male	47	10.1	21	4.4
Black or African American	*	*	0	*
Hispanic or Latino of any race	8	14.3	*	*
White	65	8.7	22	2.9
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	16.9	6	6.7
Students with Disabilities	22	21.0	6	5.0
District	81	9.1	29	3.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 9

Number of school-based arrests: Fewer than 6

⁴A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	56.2
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	17.0
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	57.0

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	2	2.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	86	97.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.0

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 of any race	*	*	9	*
White	86	45.7	145	70.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	9	42.9	11	*
Students with Disabilities	12	46.2	19	76.0
District	101	47.0	170	70.2
State		74.5		85.2

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	29.2
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	28	82.4
Other Health Impairment	29	87.9
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	79	65.8
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	24	2.6	1.9
Emotional Disturbance	17	1.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	34	3.7	5.5
Other Health Impairment	33	3.6	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	120	13.1	15.0

¹This 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	10	8.3	8.2
Private Schools or Other Settings	13	10.8	5.0

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

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,721,048	\$17,769	\$10,545
Support services - students	\$296,577	\$332	\$1,373
Support services - instruction	\$317,028	\$355	\$644
Support services - general administration	\$341,018	\$382	\$462
Support services - school based administration	\$962,002	\$1,077	\$1,007
Central and other support services	\$326,753	\$366	\$671
Operation and maintenance of plant	\$2,109,919	\$2,363	\$1,629
Student transportation services	\$1,675,110	\$1,876	\$1,231
Food services	\$86	\$0	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$22,749,542	\$24,176	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,392,137	21.3	29.7
Instructional Aide Salaries	\$661,909	10.1	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$540,271	8.3	13.0
Purchased Services Other Than Transportation	\$318,444	4.9	5.5
Special Education Tuition	\$3,002,430	45.9	22.6
Supplies	\$9,091	0.1	0.6
Property Services	\$212	0.0	0.4
Purchased Services For Transportation	\$599,317	9.2	8.0
Equipment	\$9,403	0.1	0.2
All Other Expenditures	\$945	0.0	0.1
Total	\$6,534,159	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.7	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	92.7
State	6.2
Federal	1.0
Tuition & Other	0.1

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

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	9	*
White	183	70.6	183	69.9	179	74.7
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	209	70.8	209	70.5	205	74.5
Eligible for Free or Reduced-Price Meals	23	62.7	23	60.6	22	65.6
Not Eligible for Free or Reduced-Price Meals	186	71.8	186	71.7	183	75.6
Students with Disabilities	22	47.0	22	43.8	21	49.3
Students without Disabilities	187	73.6	187	73.6	184	77.4
High Needs	41	56.2	41	54.0	39	58.9
Non-High Needs	168	74.3	168	74.5	166	78.2
District	209	70.8	209	70.5	205	74.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	90.2	215	90.2
Curl Up	N/A	N/A	N/A	91.2	215	91.2
Push Up	N/A	N/A	N/A	83.3	215	83.3
Mile Run/PACER	N/A	N/A	N/A	76.7	215	76.7
All Tests - District	N/A	N/A	N/A	65.1	215	65.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	14	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	15	*
Students with Disabilities	15	*
District	235	96.6
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	159	75.0
Male	94.7	177	72.2
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	16	61.5
White	95.2	290	73.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.4	19	50.0
Students with Disabilities	72.5	*	*
District	95.6	336	73.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.1	97.0
Male	75.4	94.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.1	96.4
English Learners	83.1	*
Eligible for Free or Reduced-Price Meals	68.2	*
Students with Disabilities	72.0	85.7
District	81.3	95.5
State	71.0	87.8

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

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.8	75	141.5	150	94.3	67.7
	High Needs Students	56.2	75	112.5	150	75.0	58.1
Math Performance Index	All Students	70.5	75	141.0	150	94.0	63.1
	High Needs Students	54.0	75	107.9	150	72.0	52.7
Science Performance Index	All Students	74.5	75	99.3	100	99.3	63.8
	High Needs Students	58.9	75	78.5	100	78.5	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	9.2%	<=5%	41.6	50	83.2	10.4%
	High Needs Students	18.2%	<=5%	23.6	50	47.3	16.1%
Preparation for CCR	% Taking Courses	59.3%	75%	39.5	50	79.1	80.0%
	% Passing Exams	73.5%	75%	49.0	50	98.0	42.6%
On-track to High School Graduation		99.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.2%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		81.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.1% 65.1%	75%	43.4	50	86.8	96.4% 52.9%
Arts Access		72.3%	60%	50.0	50	100.0	51.9%
Accountability Index				1278.0	1450	88.1	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.3	56.2	18.1	15.4	
Math Performance Index Gap	74.5	54.0	20.6	17.6	
Science Performance Index Gap	75.0	58.9	16.1	16.1	
Graduation Rate Gap	94.0%	95.2%	-1.2%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	93.3
Math	All Students	98.1
	High Needs Students	93.3
Science	All Students	96.3
	High Needs Students	88.9

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Region 9 provides all 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 2018-19 school year, the district provided services for 11.7% of students and 100% of those students were on track for timely graduation. The majority of students are spending 85% or more of their time with non-disabled peers. The special education staff provides instructional support in the typical classroom at critical points in the curriculum. Students receive embedded support on the freshman research project, junior US History research paper, and in preparation for the assessment of their 3-year writing portfolio. Co-taught course offerings continue to focus on mathematics, particularly in entry courses such as Algebra 1 and Algebra Foundations. Special education teachers work alongside general education teachers in curriculum writing to ensure all students have opportunities to access a challenging curriculum and prepare for post-secondary learning. Our in-district autism program continues to provide direct individual instruction in functional academics, communication, daily living, vocational, 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 in basketball, bowling, and soccer, as do our Best Buddies, Unified Theatre, gardening, and drumming programs. A new service, Bridge, was developed this year to address the needs of students who have experienced trauma and missed instructional time. Students have access to academic and emotional support throughout the day, while still carrying a typical course load. Students are able to move smoothly between attending their classes and accessing support. Parents have access to their child's academic record through PowerSchool, as well as teachers' webpages. ListServ Blasts, our PTSA Focus Newsletter and 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 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 well-being. Our Mental Health First Aid and Social Emotional Learning groups 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 and the college admissions process. 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. Six students, currently enrolled at Barlow, attend the Regional Center for the Arts program as part of their academic day. One student attends the Center for Global Studies in Norwalk, one attends the Bridgeport Military Academy, six attend the Trumbull Agriscience School, and seven 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. 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.

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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.