

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



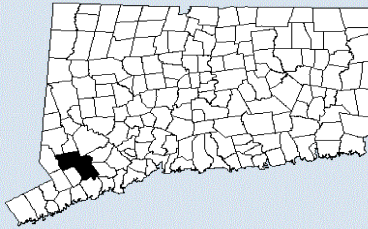
## Regional School District 09

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

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	1,028
Per Pupil Expenditures <sup>1</sup>	\$19,731
Total Expenditures <sup>1</sup>	\$21,231,066

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	487	47.4	48.3
Male	541	52.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	36	3.5	4.9
Black or African American	8	0.8	12.8
Hispanic or Latino	56	5.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	30	2.9	2.7
White	891	86.7	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	51	5.0	38.0
Students with Disabilities <sup>1</sup>	124	12.1	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	46	9.4	*	*
Male	51	9.4	*	*
Black or African American	*	*	*	*
Hispanic or Latino	9	15.8	*	*
White	77	8.7	22	2.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	12.8	*	*
Students with Disabilities	21	19.3	*	*
District	97	9.4	30	2.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 15

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Regional School District 09

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	64.0
Paraprofessional Instructional Assistants	4.0
<b>Special Education</b>	
Teachers and Instructors	6.4
Paraprofessional Instructional Assistants	10.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	8.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	3.9
Counselors, Social Workers and School Psychologists	8.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	66.0

<sup>1</sup>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	1	1.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	3.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	92	95.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	6	*	6	*
White	103	43.1	151	65.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	29.2	12	42.9
District	116	41.9	168	64.1
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	80.4
Other Health Impairment	28	71.8
Other Disabilities	0	0
Speech/Language Impairment	8	*
District	81	62.3
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	21	2.0	1.6
Emotional Disturbance	11	1.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	46	4.4	4.6
Other Health Impairment	39	3.7	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	0.9	1.9
All Disabilities	130	12.3	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,560,551	12,927	9,387
Instructional Supplies and Equipment	364,588	348	318
Improvement of Instruction and Educational Media Services	469,621	448	541
Student Support Services	147,667	141	1,048
Administration and Support Services	1,770,263	1,688	1,790
Plant Operation and Maintenance	2,093,520	1,996	1,608
Transportation	1,352,019	1,104	845
Costs of Students Tuitioned Out	1,472,660	N/A	N/A
Other	177	0	194
Total	21,231,066	19,731	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,294,100	2,187	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,049,217	25.9	35.1
Noncertified Personnel	447,475	11.0	14.5
Purchased Services	401,682	9.9	5.5
Tuition to Other Schools	1,442,264	35.5	21.6
Special Ed. Transportation	345,641	8.5	8.3
Other Expenditures	372,477	9.2	15.0
Total Expenditures	4,058,756	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.7	93.0
State	5.3	5.9
Federal	0.9	1.0
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

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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	*	*	*	*	*	*
Asian	10	*	10	*	11	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	15	*	15	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	7	*
White	230	70.7	230	67.5	199	71.6
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	*	13	*	13	*
Not Eligible for Free or Reduced-Price Meals	251	71.0	251	68.2	224	71.9
Students with Disabilities	35	53.4	35	50.3	27	54.5
Students without Disabilities	229	73.1	229	70.7	210	73.8
High Needs	43	55.8	43	54.0	39	58.5
Non-High Needs	221	73.4	221	70.7	198	74.2
District	264	70.5	264	68.0	237	71.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

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### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	27	77.8	81.7	No	83.3
District	256	96.1	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	191	73.5
Male	95.3	208	74.6
Black or African American	*	*	*
Hispanic or Latino	100.0	18	58.1
White	96.8	352	74.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.5	10	45.5
Students with Disabilities	54.2	*	*
District	96.8	399	74.0
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	94.6	97.4
Male	83.1	94.7
Black or African American	*	*
Hispanic or Latino	*	*
White	89.6	96.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	76.2	90.5
District	89.0	96.2
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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 2015-16

## Regional School District 09

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	70.5	75	94.0	100	94.0	67.7
	High Needs Students	55.8	75	74.4	100	74.4	56.7
Math Performance Index	All Students	68.0	75	90.6	100	90.6	61.4
	High Needs Students	54.0	75	72.1	100	72.1	49.9
Science Performance Index	All Students	71.6	75	95.5	100	95.5	57.5
	High Needs Students	58.5	75	78.0	100	78.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	9.4%	<=5%	41.1	50	82.2	9.6%
	High Needs Students	17.7%	<=5%	24.6	50	49.3	15.6%
Preparation for CCR	% Taking Courses	52.7%	75%	35.1	50	70.3	67.6%
	% Passing Exams	74.0%	75%	49.4	50	98.7	40.7%
On-track to High School Graduation		98.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		89.7%	94%	95.5	100	95.5	78.6%
Postsecondary Entrance (Class of 2015)		89.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		0.0%   N/A	75%	0.0	50	0.0	89.2%   50.5%
Arts Access		73.8%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>1050.4</b>	<b>1250</b>	<b>84.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	73.4	55.8	17.6	16.5	
Math Performance Index Gap	70.7	54.0	16.6	18.9	
Science Performance Index Gap	74.2	58.5	15.7	17.2	
Graduation Rate Gap	94.0%	89.7%	4.3%	15.3%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.4
	High Needs Students	95.7
Math	All Students	96.4
	High Needs Students	95.7
Science	All Students	96.0
	High Needs Students	83.0

<sup>3</sup>Minimum 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: 51.4**

#### 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 2015-16

## Regional School District 09

### Narratives

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#### **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 each of them to move successfully on to a postsecondary education program or meaningful employment. Guaranteed transition experiences are developed for each grade level and include learning style and interest inventories, college visitations, career research, advocacy training and accessing supports in school and work environments. All students have a minimum of one formal transition assessment, typically in conjunction with triennial testing. Our in-house autism program, 3E (Empowering, Enhancing, and Educating the Whole Person), provides direct individual instruction in functional academics, communication, daily living and social skills. Each student has an on-campus work experience and older students are provided community-based work experience. Professional development has focused on IEP writing, as well as supporting student wellness. Unified Sports is a growing program that involves both exceptional and typical children as they bond in the spirit of athletic competition. Students participate in basketball, bowling and soccer. Students have a "Dream Team" experience where they practice and participate with a varsity sports team. New this year is a Unified Gardening opportunity for our students. Open Choice affords students the experience of the integration of other cultures within the school community as students connect through curricula, extracurricular activities and sports teams. Parents have access to their child's academic record through a PowerSchool portal, as well as the assignments and supports that teachers post on their webpages. Electronic report cards and ListServ blasts enhance awareness of the happenings at Barlow. Student attendance is carefully monitored in accordance with the State Board of Education guidelines. Absences one through nine are considered excused when the student's parent or guardian approves such absences. For the tenth absence and all absences thereafter, a parent or guardian needs to provide appropriate documents. A truancy meeting is conducted with the school social worker, counselor, parent, school administrator, and student, if appropriate, to devise a plan of action. Joel Barlow High School reaches out to parents through such organizations as the PTSA, which meets monthly and combines a business meeting with presentations about the workings of our high school. Active parent-led booster clubs support our sports teams. These parents bring in guest speakers to share about collegiate sports, scholarship programs, concussion protocols, and healthy choices in parenting. Our counseling department hosts grade-level coffees for parents. Each coffee focuses on a topic of interest for that group, such as transitioning to the high school for parents of freshmen and the college admissions process for parents of seniors. Our Parent Orientation, Open House, Program of Studies, and Barlow Palooza are all additional opportunities for parents to learn about our school and partner with us in supporting our 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. Eight students from the towns of Easton and Redding attend the Fairfield Wheeler Inter-district Magnet School in Bridgeport. Seven students, currently enrolled at Barlow, attend the Regional Center for the Arts program as part of their academic day. One student attends the ACES Educational Center for the Arts in New Haven. 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. To that end, our faculty, working through the curriculum, through extracurricular activities, has provided 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. A number of students enrolled in the French program host students from France each April, sharing cultural observations through conversation and action. Students have also visited Quebec City, Canada to experience "Carnaval de Quebec" in winter. The Robotics team works with many local and national teams during "competitions." 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 Stratford, CT to compete in the Unified Basketball Jamboree.

# District Profile and Performance Report for School Year 2015-16

## 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.