

STRATEGIC SCHOOL PROFILE 2010-11**Regional School District 09**

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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: 85.8%

*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, 2010 968
5-Year Enrollment Change -1.6%

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	15	1.5	1.6	34.1
K-12 Students Who Are Not Fluent in English	1	0.1	0.6	5.6
Students Identified as Gifted and/or Talented*	56	5.8	6.7	4.0
PK-12 Students Receiving Special Education Services in District	108	11.2	9.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	42	9.0	8.6	13.2

*1.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	24	2.5
Black	8	0.8
Hispanic	32	3.3
Pacific Islander	0	0.0
White	898	92.8
Two or more races	5	0.5
Total Minority	70	7.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

1.7% 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 11.

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.

Regional District #9, Joel Barlow High School, has supported many initiatives to reduce racial, ethnic and economic isolation during the 2010-2011 school year. We encourage all students and staff to experience and appreciate diversity. To that end, our faculty, working through their curriculum and their clubs, with the support of administration, has provided multiple opportunities for our students. We continue to participate in debate tournaments, exposing our students to area schools including Danbury, Newtown and Ridgefield. Our World language department has expanded their activities to include a Spanish exchange immersion club, a Spanish immersion exchange with Danbury High School, and the work of Spanish 6 students who, in addition to touring the Museo del Barrio in Harlem, New York, log hundreds of hours of community service to Spanish speaking people in our area. Through our Science Department the Joel Barlow Science Research Team competed in the 63rd Annual Connecticut State Science Fair. This competition exposed our students to competing with a diverse group of science students from all areas of the State. Our Art department continues to partner with the Lakota Indians supporting them through student-made jewelry sales. Our biggest gains have occurred through our service-activities program. Interact, Build-On, Mikey's Way, Relay for Life, St. Luke's Lifeworks, Bridgeport Rescue Mission, Dorothy Day Hospitality House, Hefer International Organization, Smile Train and the Warriors Program partnered teachers and students with local, national and international organizations through which students increased their awareness and sensitivity to others. This past year also engaged our students in a service mission to the Bridgeport School System where they delivered toys and spent time with elementary students from the poorest school system in the State. Unique to Joel Barlow High School this past year has been the Virtual Language experience. Using technology, under the supervision of a World Language teacher, students network with native language speakers. In addition, they gain an appreciation for the culture and establish lifelong relationships. Families from several Latin American Countries have enrolled at Barlow exposing students and teachers to diverse cultures within our own building. Barlow also hosted an exchange student from Brazil as well as welcoming back our own student who spent a year in China as an exchange student. Finally, we have created a Bystander Intervention Training Program to raise awareness and tolerance of individuals and their diversity.

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	82.1	44.7	97.0	
Writing Across the Disciplines	91.9	61.2	98.5	
Mathematics	85.0	49.5	96.2	
Science	79.6	47.0	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 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.7	70.6	
Average Score	Mathematics	561	510	88.5
	Critical Reading	571	505	95.4
	Writing	580	510	96.2

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, Adjusted Cohort Rate 2010	93.3	81.8	81.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.6	2.8	61.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.4	84.8
% Employed (Civilian Employment and in Armed Services)	2.2	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	65.49
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	6.63
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)	5.25
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	14.0	13.4	13.9
% with Master's Degree or Above	88.5	89.7	79.0

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	21.5	21.0	19.3

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	1,010

*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	1.6	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$11,745	\$12,260	\$8,456	\$9,688	\$8,237
Instructional Supplies and Equipment	\$368	\$384	\$275	\$261	\$300
Improvement of Instruction and Educational Media Services	\$456	\$476	\$392	\$682	\$463
Student Support Services	\$130	\$136	\$792	\$997	\$872
Administration and Support Services	\$1,470	\$1,534	\$1,891	\$1,574	\$1,459
Plant Operation and Maintenance	\$1,873	\$1,955	\$1,459	\$1,763	\$1,410
Transportation	\$891	\$805	\$824	\$732	\$692
Costs for Students Tuitioned Out	\$1,816	N/A	N/A	N/A	N/A
Other	\$12	\$13	\$330	\$225	\$159
Total	\$18,761	\$19,085	\$15,034	\$16,448	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,462	\$2,570	\$1,847	\$1,708	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,705,362	19.8	21.2	21.5

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	94.8	4.2	1.1	0.0
Excluding School Construction	94.1	4.7	1.2	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 an 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 provide input to their department chairs who work collaboratively with the head of school and director of finance 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 meetings conducted by the board of education, where members of the public are invited to provide input. The board of education regularly convenes advisory committee meetings to discuss the allocation of resources. These include financial advisory, facilities and fields, and curriculum. The students participate in course registration with guidance from their families. Registration precedes the budget, which means that specific up-to-date data can be used to predict staffing needs. This is taken into account when budgets are developed. Both towns bear proportionate costs, which are allocated according to the percentage of student 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	128
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

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	11	1.1	1.1	1.1
Learning Disability	32	3.2	3.7	3.9
Intellectual Disability	4	0.4	0.2	0.4
Emotional Disturbance	12	1.2	0.4	1.0
Speech Impairment	14	1.4	2.0	2.2
Other Health Impairment*	49	5.0	2.0	2.1
Other Disabilities**	6	0.6	0.6	0.9
Total	128	13.0	9.9	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 2009-10 with a Standard Diploma	65.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	42.9	14.1	82.1	44.7
	Writing Across the Disciplines	60.0	17.3	91.9	61.2
	Mathematics	52.4	15.8	85.0	49.5
	Science	36.0	13.1	79.6	47.0

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	7.7
	% With Accommodations	92.3
% Assessed Using Skills Checklist		3.8

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	20	15.6

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	99	77.3	76.5	74.1
40.1 to 79.0 Percent of Time	13	10.2	16.8	14.9
0.0 to 40.0 Percent of Time	16	12.5	6.7	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Joel Barlow High School's Continuous Improvement Plan for 2011-2012 called for an integration of our professional development program with our school-wide goals. Among these goals were the following four PD goals: Literacy in the Classroom, Technology Applications, Inquiry-Based Instruction and Learning, and S.R.B.I./Differentiation. Our guiding principles state, in part, "We hold these goals because we fundamentally believe in a rigorous, dynamic, and creative education for each student. Because Barlow's performance data tends to be very positive as evidenced by our high performance on the CAPT test, and our superior college placement record, our theory of action has turned us toward developing our staff and community in order to include a far broader percentage of students among our high-attainment group. In order to achieve this rigorous standard for the majority of our students, we have emphasized relationship-building in our work: Our 9-12 advisory program was in its second full year, our extra-curricular offerings attained 100% participation, and our student body created a community spirit group known as FalcoNation to promote spirit within the school. We were delighted to be one of only five schools in the country to win the Blue Apple award acknowledging our Wellness Program, and we also won the Michael's award for our athletic program. As part of our desire to build a community of learners, we deepened our relationship with the Parent Teacher Student Association (PTSA) averaging monthly attendance of 30 or more parents. We also improved our listserv membership and redesigned our website for improved access and navigation. The faculty spent all of last year getting used to PowerSchool with the plan to open the parent portal early in 2011-2012. Our Dean of Students and Director of Student Activities organized a parent committee to study the recommendations of the Parent Partnership Network at Johns Hopkins University. Attendance at our fall Open House and our spring "BarlowPalooza" art show and student exhibition was higher in 2011-2012 than ever before. The Special Education department worked closely with a school-wide reading consultant, who was in-district for forty days to provide training and feedback on literacy instruction. Individual reading support services, such as the Wilson Reading program, were reviewed for how students are screened and recommended for this service, and to provide supplemental materials that support the goals of the program. The Language Arts class received an in-depth review as well, and additional strategies and materials to develop critical reading skills were developed and will be implemented in the 2011-12 school year. Special education teachers received in-service trainings in methods to support literacy skills across curriculum. Data collection methods have been identified and teachers received practice in the analysis of this data in order to provide targeted skill instruction. A reading tutor was brought on board to work with individual students whose universal screens showed weakness in critical reading skills such as vocabulary knowledge and reading for information. The department also revamped its services for students with intellectual disabilities, so that students are integrated to the maximum extent appropriate, while ensuring that direct instruction in critical communication, daily living, and vocational skills were included. The district is committed to having in-district services available for all students, regardless of the disability category. As part of our goal to continue to develop our high school into a community of learners, we improved the physical appearance of the building, both internally and externally, by painting or refurbishing walls and floors. We worked to eliminate the distinction between faculty and support staff in terms of the value each group brings to serving our students by having all employees establish personal growth goals. Previously only teachers had done this. All of our labor was oriented on the success of our students. During the 2010-2011 school year, we had the greatest number of AP exams (329) taken by the largest number of students in our history. 86% earned 3, 4, or 5. At the same time, we had only five members of our senior class (219) fail to graduate on time. We anticipate that all will eventually earn diplomas. We made significant progress toward achieving our district goals in 2010-2011.
