

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



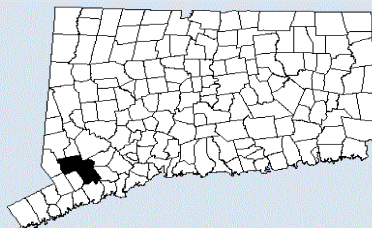
Regional School District 09

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

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	970
Per Pupil Expenditures ¹	\$20,546
Total Expenditures ¹	\$21,737,559

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	451	46.5	48.4
Male	519	53.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	3.6	5.1
Black or African American	8	0.8	12.9
Hispanic or Latino	53	5.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	30	3.1	2.9
White	838	86.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	43	4.4	35.9
Students with Disabilities ¹	113	11.6	14.3

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	53	11.9	*	*
Male	36	7.0	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	76	9.1	35	4.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	6	15.0	*	*
Students with Disabilities	19	18.1	*	*
District	89	9.2	38	3.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 14

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	61.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	8.4
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	7.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.9
Counselors, Social Workers and School Psychologists	8.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	62.9

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	1.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	94	96.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	8	*	10	*
White	77	37.7	170	70.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	0	0.0	7	*
Students with Disabilities	9	32.1	10	41.7
District	100	41.3	194	70.5
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	7	26.9
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	33	91.7
Other Health Impairment	19	73.1
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	71	59.2
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	26	2.6
Emotional Disturbance	16	1.6
Intellectual Disability	*	*
Learning Disability	36	3.6
Other Health Impairment	26	2.6
Other Disabilities	*	*
Speech/Language Impairment	7	0.7
All Disabilities	120	12.0

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	13,857,444	13,747 9,663
Instructional Supplies and Equipment	331,605	329 321
Improvement of Instruction and Educational Media Services	456,627	453 578
Student Support Services	141,563	140 1,103
Administration and Support Services	1,663,328	1,650 1,861
Plant Operation and Maintenance	1,959,417	1,944 1,637
Transportation	1,412,372	1,194 877
Costs of Students Tuitioned Out	1,915,128	N/A N/A
Other	75	0 201
Total	21,737,559	20,546 16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,218,240	2,201 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,021,881	22.4
Noncertified Personnel	495,897	10.9
Purchased Services	366,804	8.0
Tuition to Other Schools	1,871,086	41.0
Special Ed. Transportation	448,909	9.8
Other Expenditures	357,700	7.8
Total Expenditures	4,562,277	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	93.1	93.8
State	6.1	5.3
Federal	0.7	0.8
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).

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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
Asian	8	*	8	*	8	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	14	*	14	*	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	6	*	6	*	9	*
White	195	71.9	195	69.8	198	70.3
English Learners	*	*	*	*	*	*
Non-English Learners	224	72.0	224	69.4	226	70.7
Eligible for Free or Reduced-Price Meals	7	*	7	*	13	*
Not Eligible for Free or Reduced-Price Meals	220	71.7	220	69.3	215	70.8
Students with Disabilities	26	54.2	26	54.2	20	51.3
Students without Disabilities	201	73.8	201	70.9	208	72.2
High Needs	34	56.2	34	53.6	31	56.5
Non-High Needs	193	74.3	193	71.7	197	72.6
District	227	71.6	227	69.0	228	70.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	88.8	206	88.8
Curl Up	N/A	N/A	N/A	91.3	206	91.3
Push Up	N/A	N/A	N/A	83.5	206	83.5
Mile Run/PACER	N/A	N/A	N/A	85.9	206	85.9
All Tests - District	N/A	N/A	N/A	67.0	206	67.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	35	80.0
District	254	95.7
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	191	78.6
Male	96.4	203	74.1
Black or African American	*	0	*
Hispanic or Latino	100.0	22	71.0
White	97.1	340	76.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.0	8	40.0
Students with Disabilities	75.0	11	21.2
District	97.5	394	76.2
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.1	96.8
Male	86.4	92.2
Black or African American	*	*
Hispanic or Latino	*	*
White	87.6	95.1
English Learners	87.6	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	81.5	*
District	87.8	94.7
State	72.0	88.5

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	71.6	75	95.4	100	95.4	67.1
	High Needs Students	56.2	75	75.0	100	75.0	55.9
Math Performance Index	All Students	69.0	75	92.0	100	92.0	62.2
	High Needs Students	53.6	75	71.4	100	71.4	50.5
Science Performance	All Students	70.4	75	93.9	100	93.9	55.3
	High Needs Students	56.5	75	75.4	100	75.4	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	9.2%	<=5%	41.5	50	83.1	9.9%
	High Needs Students	17.6%	<=5%	24.8	50	49.6	15.8%
Preparation for CCR	% Taking Courses	56.9%	75%	37.9	50	75.8	70.7%
	% Passing Exams	76.2%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		99.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.7%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		100.0%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		87.8%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		87.7% 67.0%	75%	22.3	50	44.7	92.0% 51.6%
Arts Access		69.8%	60%	50.0	50	100.0	50.5%
Accountability Index				1079.6	1250	86.4	

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	16.7	
Math Performance Index Gap	71.7	53.6	18.2	18.7	
Science Performance Index Gap	72.6	56.5	16.1	16.6	
Graduation Rate Gap	94.0%	100.0%	-6.0%	12.0%	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	93.8
	High Needs Students	89.5
Math	All Students	93.8
	High Needs Students	89.5
Science	All Students	97.9
	High Needs Students	91.2

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: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 each of them to move on successfully 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, named the 3E (Empowering, Enhancing, and Educating the Whole Person) Program, 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, and have a "Dream Team" experience in which they practice and participate with a varsity sports team. New last 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 or chronic absence meeting is conducted with the school social worker, counselor, parent, school administrator, and student, when needed, to devise a plan of action to address attendance concerns. 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 the 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 Open House, Program of Studies, and Barlow Palooza are 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. Fourteen students from the towns of Easton and Redding attend the Fairfield Wheeler Interdistrict Magnet School in Bridgeport. Eleven 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 two 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. 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. 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.

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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.