

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



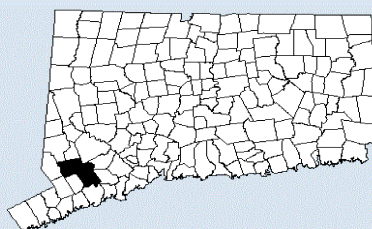
Regional School District 09

Mr. Bernard Josefsberg, Superintendent • 203-261-2513 • <http://www.er9.org>

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	1,065
Per Pupil Expenditures ¹	\$19,269
Total Expenditures ¹	\$21,002,938

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	517	48.5	48.3
Male	548	51.5	51.6
American Indian or Alaska Native	9	0.8	0.2
Asian	39	3.7	4.7
Black or African American	11	1.0	12.9
Hispanic or Latino	58	5.4	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	21	2.0	2.5
White	927	87.0	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	45	4.2	37.6
Students with Disabilities ¹	120	11.3	13.3

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	47 9.1	* *
Male	48 8.8	* *
Black or African American	* *	0 *
Hispanic or Latino	* *	* *
White	82 8.9	* *
English Language Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	6 13.0	0 0.0
Students with Disabilities	11 10.0	* *
District	95 9.0	16 1.5
State	10.6	7.2

Number of students in 2013-14 qualified as truant under state statute: 6

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	67.8
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	7.4
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	9.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	4.1
Counselors, Social Workers and School Psychologists	8.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	66.6

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	3.5
Hispanic or Latino	3	3.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	96	96.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.2

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	*	*	*	*
Hispanic or Latino	*	*	7	*
White	76	33.3	161	68.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	*	*	15	65.2
District	85	32.9	184	70.0
State		58.4		73.8

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	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	32	84.2
Other Health Impairment	31	75.6
Other Disabilities	0	0
Speech/Language Impairment	10	*
District	85	70.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	17	1.6	1.5
Emotional Disturbance	10	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	38	3.5	4.4
Other Health Impairment	41	3.8	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	12	1.1	1.9
All Disabilities	121	11.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	13,063,183	12,277	9,134
Instructional Supplies and Equipment	351,406	330	334
Improvement of Instruction and Educational Media Services	446,896	420	498
Student Support Services	134,841	127	1,001
Administration and Support Services	1,828,407	1,718	1,694
Plant Operation and Maintenance	2,302,203	2,164	1,572
Transportation	1,429,654	1,160	813
Costs of Students Tuitioned Out	1,446,305	N/A	N/A
Other	43	0	186
Total	21,002,938	19,269	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,407,400	2,263	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,035,205	26.6	35.1
Noncertified Personnel	374,383	9.6	14.2
Purchased Services	310,594	8.0	5.2
Tuition to Other Schools	1,422,205	36.6	22.0
Special Ed. Transportation	426,262	11.0	8.6
Other Expenditures	318,199	8.2	14.9
Total Expenditures	3,886,848	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	94.2	93.4
State	4.9	5.6
Federal	0.8	0.9
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	N/A	N/A	*	*	*	*
Asian	*	*	*	*	10	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	6	*
White	66	76.7	85	71.0	236	72.3
English Language Learners	N/A	N/A	N/A	*	*	*
Non-English Language Learners	77	77.6	95	70.5	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	12	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	261	72.8
Students with Disabilities	10	*	15	*	35	53.2
Students without Disabilities	67	82.8	80	75.0	238	75.0
High Needs	11	*	17	*	43	56.0
Non-High Needs	66	82.4	78	74.7	230	75.3
District	77	77.6	95	70.5	273	72.2

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	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	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	34	91.2	80.2	Yes	81.7
District	252	96.0	94.0	Yes	94.0
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	88.7	194	72.9
Male	85.9	180	70.6
Black or African American	*	*	*
Hispanic or Latino	77.3	13	59.1
White	87.9	337	72.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	80.0	11	55.0
Students with Disabilities	*	*	*
District	87.3	374	71.8
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.9	98.1
Male	83.9	92.5
Black or African American	*	*
Hispanic or Latino	*	*
White	86.9	95.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	70.0	*
District	86.1	95.4
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first 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	77.6	75	100.0	100	100.0	67.9
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	70.5	75	94.0	100	94.0	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	72.2	75	96.3	100	96.3	56.5
	High Needs Students	56.0	75	74.6	100	74.6	45.9
Chronic Absenteeism	All Students	9.0%	<=5%	42.1	50	84.1	10.6%
	High Needs Students	11.3%	<=5%	37.3	50	74.7	17.3%
Preparation for CCR	% Taking Courses	51.6%	75%	34.4	50	68.8	66.1%
	% Passing Exams	71.8%	75%	47.9	50	95.7	37.3%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		91.9%	94%	97.8	100	97.8	77.6%
Postsecondary Entrance (Class of 2014)		86.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		0.0% N/A	75%	0.0	50	0.0	87.6% 51.0%
Arts Access		75.6%	60%	50.0	50	100.0	45.7%
Accountability Index				924.3	1050	88.0	

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	75.0	N/A	.	17.3	
Math Performance Index Gap	74.7	N/A	.	19.6	
Science Performance Index Gap	75.0	56.0	19.0	17.2	
Graduation Rate Gap	94.0%	91.9%	2.1%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	30.3
	High Needs Students	28.9
Math	All Students	37.4
	High Needs Students	44.7
Science	All Students	98.2
	High Needs Students	95.6

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: 50.1

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 for the development of a viable transition program that will allow them to successfully move on to postsecondary and/or meaningful employment. Guaranteed transition experiences are developed for each grade level including learning style/interest inventories, college visitations, career research, advocacy training and a senior seminar focused on accessing supports in school and work environments. All students will 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 component and older students are provided community-based work experience. Professional development has focused on IEP writing, as well as supporting student wellness. Students participate in a number of programs both within and outside of our school community. Mikey's Way, Dorothy Day Hospitality House, Newton Charities, Stuff a Bus for the Troops are some of the offerings our school supports. 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 also have a "Dream Team" experience where they practice and participate with a varsity sports team. Open Choice affords student the experience of the integration of other cultures within the school community as students connect through curriculum, extra-curricular activities and sports programs. Parents have access to their child's academic record through a Power School portal and teachers post assignments on their webpages. Electronic report cards and ListServ electronic blasts as well as newsletters enhance communication and 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/guardian approves such absences. For the tenth absence and all absences thereafter, a parent/guardian needs to provide appropriate documents (i.e. a doctor's note, observance of a religious holiday, death or family emergency or legal necessity). 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 that meets monthly combining a business meeting with an educational opportunity to learn about the workings of our high school. In addition, active parent-led booster clubs support our sports' teams. These parents bring guest speakers in to share about collegiate sports, scholarship programs, concussion protocols, and healthy choices in parenting. Informally, parents are welcomed to the school for coffee mixers to network while learning more about the experiences of other families. During school-wide events, such as Open House_Back-to-School Night, Program of Studies Night, and Barlow Palooza's celebration of learning, parents are invited to the school to view student work and experience the feel of walki

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional District #9, Joel Barlow High School, supports many initiatives to reduce racial, ethnic and economic isolation during the 2014-2015 school year. We encourage all students and staff to experience and appreciate diversity. To that end, our faculty, working through their curriculum, through the Advisory program and the extracurricular activities, and with the support of administration, has provided multiple opportunities for our students. Students continue to participate in debate tournaments, providing our student experiences with the diversity of area schools, including Danbury, Fairfield, Stamford, New Haven and Orange CT. Also the program allows travel that gives a student a wider perspective of various groups in the U.S. and foreign countries. Our World Language Department has continued to support experiences and activities, including the Spanish immersion Community Project with Danbury High School, and the work of Spanish VI students who log hundreds of hours of community service to Spanish speaking people in our area. Students also are immersed in the French culture when a contingent of students from France visits the high school in the spring, sharing their culture with our students. French students have also visited Quebec, Canada in order to immerse themselves with the French culture of that province. Through our Science Department, the Joel Barlow Science Research Team competes in the yearly Science Bowl hosted at UConn. Our Robotics team also works with local, state and national teams in competition, affording an experience of diversity. Students are also involved with science research, and they present and compete on a statewide and national basis. Each year the Art department continues to partner with the Lakota Indians, Red Cloud Indian High School, supporting them through student-made jewelry sales. Finally, Unified Sports provides yet another experience for our students to work with local and state diverse economic and ethnic populations through this program.

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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.