

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 9**

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Location: 605 Main Street
Monroe,
Connecticut

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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	Per Capita Income in 2000: \$52,183
Town Population in 2000: 15,542	Percent of Adults without a High School Diploma in 2000*: 5.1%
1990-2000 Population Growth: 9.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: 85.1%

*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, 2007 962
5-Year Enrollment Change 8.3%

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	5	0.5	1.0	28.7
K-12 Students Who Are Not Fluent in English	3	0.3	0.8	5.4
Students Identified as Gifted and/or Talented*	33	3.4	6.9	4.0
PK-12 Students Receiving Special Education Services in District	97	10.1	10.2	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	0.2
Juniors and Seniors Working 16 or More Hours Per Week	54	11.5	7.2	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	31	3.2
Black	4	0.4
Hispanic	23	2.4
White	902	93.8
Total Minority	60	6.2

Percent of Minority Professional Staff: 1.0%

Non-English Home Language: 1.8% 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.

- Science students participated in six all-day rounds of the Informational Leadership Academy and Innovation Challenge program sponsored by IBM's research center.
 - Students participated in a French exchange program to Orleans and Paris during the winter break.
 - The school continued to be a member of a consortium of suburban and urban schools in developing a transition program for special-needs students in age-appropriate post-secondary environments.
 - Several students participated in the True Colors Conference.
 - AP Comparative Government students attended the Symposium on International Relations.
 - Instrumental music students interacted with other students at the Heritage Music Festival in Boston.
 - World Language students competed with students from Connecticut schools in the Annual Latin Day.
 - The Debate team competed in 13 tournaments with debaters from schools throughout Connecticut.
 - Two students and an art teacher were interviewed on WICC radio to offer commentary on the jewelry auction that was held to raise funds for the Lakota Indians.
 - Members of Student Council attended Connecticut's Student Activities Conference.
 - Science students participated in the Connecticut Academy of Science Research meetings held at the UCONN Institute of Material Science, New Haven Experimentation Center and Hartford Convention Center's EXPO 2008.
 - The Jazz Ensemble performed with other students at the Greenwich High School Jazz Festival.
 - Students competed in and/or were spectators at the Connecticut Challenge Bowl held in NYC.
 - The chess team competed in five tournaments with players from other schools including Danbury.
 - Students in the Dynamic Immersion Spanish class attended a field trip to El Museo del Barrio, New York's leading Latino cultural institution, to view the diversity of art and culture.
 - Students attended the 45th Connecticut Junior Science Symposium where they presented their research.
 - A teacher participated in the Teachers of the Year meeting at the US Department of Education.
 - Students participated in the Mock Trial competition held in Danbury with students from other schools.
 - Teachers observed world languages classes in NYC and attended a conference on autism/inclusion.
 - Members of the Student Council attended a Student Council Summit at Wilton High School.
 - Students with disabilities attended Norwalk Community College as a transition activity.
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STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
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

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	80.3	45.5	95.4
Writing Across the Disciplines	90.4	57.9	96.9
Mathematics	86.3	50.1	97.7
Science	74.6	46.3	90.8

For more detailed 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."

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
	N/A	N/A	N/A

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		99.1	77.6	
Average Score	Mathematics	558	504	88.5
	Critical Reading	556	502	92.3
	Writing	561	503	92.3

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, Class of 2007	97.0	92.6	60.8
Cumulative Four-Year Dropout Rate for Class of 2007	2.7	6.2	58.6
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.4	83.4
% Employed (Civilian Employment and in Armed Services)	6.7	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	69.02
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	6.93
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	8.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.60
Counselors, Social Workers, and School Psychologists	8.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	76.80

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	15.0	12.7	13.6
% with Master's Degree or Above	85.4	85.4	75.6

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	20.5	20.1	18.6

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	987	1,006

*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	1.7	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Secondary Districts	DRG	State
Instructional Staff and Services	\$10,178	\$10,591	\$7,517	\$8,205	\$7,159
Instructional Supplies and Equipment	\$392	\$408	\$337	\$272	\$266
Improvement of Instruction and Educational Media Services	\$208	\$217	\$380	\$559	\$429
Student Support Services	\$157	\$163	\$674	\$821	\$761
Administration and Support Services	\$1,286	\$1,338	\$1,722	\$1,450	\$1,271
Plant Operation and Maintenance	\$1,799	\$1,872	\$1,521	\$1,740	\$1,322
Transportation	\$844	\$776	\$728	\$681	\$601
Costs for Students Tuitioned Out	\$1,361	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$310	\$178	\$145
Total	\$16,225	\$16,556	\$13,655	\$14,330	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,372	\$2,468	\$2,722	\$1,844	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,196,240
Percent of Total PK-12 Expenditures Used for Special Education	19.7%

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	93.4	5.3	1.3	0.0
Excluding School Construction	92.7	5.8	1.5	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 the 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 give input to their department chairs who work collaboratively with the Head of School to develop a budget that reflects the school's mission, particularly Joel Barlow High's commitment to the students' academic, civic, and social development. The budget is proposed publicly at informational meetings conducted by the Board of Education, where members of the public are able to provide input. The BOE regularly convenes advisory committee meetings to discuss the allocation of resources. These include financial oversight, fields and facilities, and capital maintenance. High school students participate in course registration with input from their families. This is taken into account when budgets are developed. That registration precedes the budget, which means that specific up-to-date data can be used to accurately predict staffing needs. Both towns bear proportionate costs, which are allocated according to the percentage of students 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	117
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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	6	0.6	0.8	0.7
Learning Disability	32	3.3	4.0	4.0
Intellectual Disability	3	0.3	0.2	0.5
Emotional Disturbance	18	1.8	0.4	1.0
Speech Impairment	22	2.2	2.3	2.4
Other Health Impairment*	29	3.0	1.8	2.1
Other Disabilities**	7	0.7	0.6	0.9
Total	117	11.9	10.1	11.5

*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 2006-07 with a Standard Diploma	87.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

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	N/A	N/A	80.3	45.5
	Writing Across the Disciplines	N/A	N/A	90.4	57.9
	Mathematics	45.0	14.7	86.3	50.1
	Science	40.0	14.4	74.6	46.3

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	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		8.7

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	19	16.2

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	93	79.5	76.6	71.6
40.1 to 79.0 Percent of Time	14	12.0	16.7	16.6
0.0 to 40.0 Percent of Time	10	8.5	6.7	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The past school year saw the special education department at Joel Barlow High School focusing on how best to ensure students with disabilities were being exposed to the graduation standards and expectations of their typical peers. As students with learning disabilities and language-based learning needs form the majority of our students, our Resource program has become the primary services delivery model. The staff investigated ways to improve the Resource services by articulating more clearly what a high school level Resource program can and cannot be. Our program has been trying to be too many things to too many people, causing stress and putting pressure on all participants. To one group, Resource is the place to stay caught up on homework to ensure passing grades; to another, it is a time to review or preview general curriculum to ensure understanding; and to another it may be the time and place to receive direct instruction in developing study skills to ensure independence in learning. Students also have to meet the graduation standards of the school to be recommended to receive their diploma. With this background in mind, the Resource staff spent the year investigating secondary-level Resource models that allow for the individualization of support based on a student's IEP, while also addressing the standards-based skills and content-knowledge that all students are expected to master before graduation. We soon realized there are not many research-based new models out there. The staff met with various stake holders in our own building and have developed plans to gradually integrate students from Resource-based support systems to the general education supports available to all students, similar to a reverse-inclusion model, where the special education teacher will now be working out of an academic center, rather than the Resource room. Those students who require more intensive services may have a combination of these supports. Data collection and analysis will be integral to this coming year's continuation of analyzing and improving upon our Resource services.

Joel Barlow High School continues to enjoy positive partnerships with parents and the community. Parents and community members serve on many committees: The Guidance/Parent Advisory Committee meets monthly to plan freshman transition events, new student orientation, and parent programs. In December 2007, JBHS established a new Academic Integrity Committee, which includes teachers, parents, and students who are charged with developing a comprehensive three-year study on how to promote character, discourage plagiarism and cheating, and increase student participation with integrity. Another group of parents and community leaders served on an ad hoc long-range planning committee for the drama program. Parents were also involved in the interview process for job searches for two assistant principals and the administrator for athletics. Members of the community were honored at the yearly award ceremony where several offered scholarships. A memorial remembrance of September 11 is held annually with members of the public involved. The first selectmen of Easton and Redding were on stage at graduation. The PTSA meets monthly at the high school; meetings are informational and provide opportunities for parents to raise concerns. The PTSA sponsors several functions including an after-prom party. The Easton Redding Community Coalition (ERCC) meets monthly at the high school. Members are drawn from our parents, local agencies, and volunteer organizations. The ERCC works with Student Services to address substance abuse prevention, safe schools, and healthy student initiatives. The ERCC sponsors an informational evening for the community once a year known as Family University. The 2008 sessions drew over 400 parents and students. Parents are regularly invited to attend a variety of informational meetings including the following: Open House I, Open House II (for freshmen only), Program of Studies Evening, Advanced Placement Orientation, Award Ceremonies, National Honor Society Induction, and a unique event called the Barlowpalooza at which student artwork, musical performances, charity fundraising, senior year-long independent projects, and other demonstrations are presented to the public. During the 2007-2008 school year the Superintendent convened a community panel, comprised of parents, teachers, and community leaders, who began to develop "metrics and measurements" designed to inform the community of student performance data that goes into greater detail than standardized test data and state scoring. These examples illustrate Region 9's ongoing commitment to including parents in our planning and improvement process.
