

STRATEGIC SCHOOL PROFILE 2012-13**Regional School District 09**

Bernard A. Josefsberg, Superintendent

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Easton,
ConnecticutWebsite: www.er9.org

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: 87.3%

*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, 2012 1,012
5-Year Enrollment Change 5.2%

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	36	3.6	2.0	36.7
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.8
Students Identified as Gifted and/or Talented*	57	5.6	5.2	3.8
PK-12 Students Receiving Special Education Services in District	101	10.0	10.2	11.9
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	24	5.0	7.4	12.7

*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	27	2.7
Black	8	0.8
Hispanic	34	3.4
Pacific Islander	0	0.0
White	926	91.5
Two or more races	15	1.5
Total Minority	86	8.5

Percent of Minority Professional Staff: 2.0%

Open Choice:

4 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

1.3% 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 8.

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, initiated several programs and activities to reduce racial, ethnic and economic isolation during the 2012-2013 school years. We encourage all students and staff to experience and appreciate diversity by providing experiences through our curriculum, extracurricular activities and various charity drives. Our debate team participates in tournaments, providing multiple opportunities for competing with and against a diverse group of competitors in areas such as Danbury, Fairfield, Stamford, New Haven and Orange, Connecticut. This past year the competition reached as far as South Africa. The World Language Department continues to support diverse experiences and activities through our Spanish Immersion Community Project with Danbury High School as well as the work of Spanish VI students who log hundreds of hours of community service in Spanish speaking communities that surround Redding. Our students also experienced the French culture this past spring with the annual visitation of a group of French students and teachers. Our Science Department also provides our students diverse experiences through competition with other students in the state at the Science Bowl hosted at UConn. The Art Department partners with the Lakota Indians, Red Cloud Indian High School, to benefit this group through the sales of Joel Barlow High School student-made jewelry. Our Performing Arts Department hosts a variety of musical, dramatic and fine arts programs throughout the year, reaching the communities that surround us. Holiday musical performance and Dancing with the Seniors are two unique programs that connect high school students with our senior citizens in the area. Through competition and benefits to support others, students have the opportunity to meet and work with people of varied ethnic, racial and economic backgrounds.

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	83.0	48.5	97.7	
Writing Across the Disciplines	94.2	62.1	100.0	
Mathematics	88.7	52.4	99.2	
Science	87.3	48.8	100.0	

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 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.4	78.5	
Average Score	Mathematics	567	503	91.0
	Critical Reading	561	499	90.2
	Writing	575	504	94.7

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 2012	97.1	84.8	89.7
2011-12 Annual Dropout Rate for Grade 9 through 12	0.3	2.1	70.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.8	82.6
% Employed (Civilian Employment and in Armed Services)	3.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	66.93
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	7.43
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.01
School Level	7.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.65
Counselors, Social Workers, and School Psychologists	6.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	117.70

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	13.9	13.9
% with Master's Degree or Above	90.0	90.7	79.8

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	20.9	20.7	18.8

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	1,027

*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	1.5	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$12,718	\$12,642	\$8,821	\$10,302	\$8,570
Instructional Supplies and Equipment	\$418	\$416	\$279	\$286	\$257
Improvement of Instruction and Educational Media Services	\$393	\$391	\$425	\$688	\$471
Student Support Services	\$135	\$135	\$860	\$1,086	\$950
Administration and Support Services	\$1,634	\$1,624	\$2,002	\$1,644	\$1,547
Plant Operation and Maintenance	\$2,060	\$2,048	\$1,635	\$1,705	\$1,459
Transportation	\$1,110	\$918	\$861	\$779	\$765
Costs for Students Tuitioned Out	\$1,463	N/A	N/A	N/A	N/A
Other	\$2	\$2	\$362	\$185	\$170
Total	\$19,933	\$19,277	\$15,744	\$17,274	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,328	\$2,314	\$1,882	\$1,184	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,505,385	17.6	21.3	21.8

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	94.4	4.3	1.3	0.0
Excluding School Construction	93.8	4.7	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 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 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	123
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

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	15	1.4	1.2	1.3
Learning Disability	35	3.3	3.7	4.0
Intellectual Disability	5	0.5	0.2	0.4
Emotional Disturbance	8	0.8	0.5	1.0
Speech Impairment	14	1.3	1.9	2.0
Other Health Impairment*	42	4.0	2.1	2.4
Other Disabilities**	4	0.4	0.6	1.0
Total	123	11.8	10.1	12.1

*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 2011-12 with a Standard Diploma	76.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	50.0	15.7	83.0	48.5
	Writing Across the Disciplines	60.0	16.7	94.2	62.1
	Mathematics	52.2	16.8	88.7	52.4
	Science	48.0	14.6	87.3	48.8

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	6.9
	% With Accommodations	93.1
% Assessed Using Skills Checklist		6.9

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	23	18.7

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	85	69.1	75.7	72.0
40.1 to 79.0 Percent of Time	24	19.5	16.9	16.4
0.0 to 40.0 Percent of Time	14	11.4	7.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In the area of Special Education, the district continues to work intensively with our entering freshman and continuing sophomore students. A looping model has been in place for two years, where students at these grade levels have the same Case Manager for their first two years of high school. This allows students, parents, and general education teachers consistency in knowing whom to contact with any intervention needs or concerns. The Special Education Department participated in ongoing professional development, focused on looking at how we could improve our IEP development – specifically, analyzing present levels of performance, developing focused IEP goals and objectives, and determining the most appropriate methods for ongoing progress monitoring and data analysis. We are glad to have a third year of focused work with our school-wide Reading Consultant, who is helping us to employ several new instructional methods for assisting students in reading and responding to complex texts. We also have a reading tutor working with identified students twice a week for focused reading intervention.

The groundwork was laid last year for the implementation of an in-district autism program; we currently are working in house with our first group of students. In our overall programming, the Assistant Superintendent for Curriculum and Instruction has re-organized the K-12 vision around UBD, particularly via identifying enduring understandings, and spiraling curriculum coordination. A team of teachers across the disciplines at the high school has been formed to study our vertical integration of content by disciplines, our alignment of program expectations with our K-8 counterparts, and our implementation of our three school-wide NEASC expectations. We have also improved the correspondence between our improvement goals and each teacher's personal growth goal as well as with our summer curriculum writing work. Last year, administration and the guidance department undertook year-long performance audits; we have made changes to how we deploy resources as a consequence. During the 2013-2014 school year, the majority of our professional development time and our faculty meetings will be devoted to preparations for the New England Association of Schools and Colleges (NEASC) accreditation review scheduled for the fall of 2014. Our professional development cycle for the last four years has been to organize teachers into self-directed study groups around four areas: Literacy in the Classroom, Inquiry-based learning, SRBI, and Technology Applications. Last year we added opportunities for teachers to participate in vertical integration of curriculum meetings.
