

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



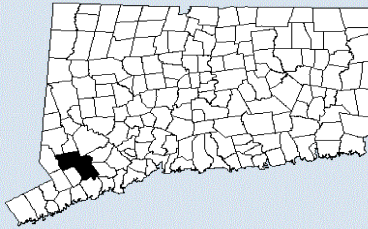
Regional School District 09

Mr. Bernard Josefsberg, Superintendent • 203-261-2513 • www.er9.org

District Information

Grade Range	9-12
Number of Schools	1
Enrollment	1,082
Per Pupil Expenditures ¹	\$19,522
Total Expenditures ¹	\$20,420,149

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	546	50.5	48.3
Male	536	49.5	51.6
American Indian	6	0.6	0.2
Asian	35	3.2	4.6
Black or African American	9	0.8	12.9
Hispanic or Latino	47	4.3	21.2
Pacific Islander	0	0.0	0.0
White	967	89.4	58.4
Two or More Races	18	1.7	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	43	4.0	37.3
Students with Disabilities ¹	124	11.5	12.8

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	9.8	6	1.1
Male	53	9.9	9	1.6
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	103	10.8	13	1.3
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	16	14.5	*	*
District	106	9.9	15	1.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 14

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	66.2
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	8.7
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	8.1
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	4.1
Counselors, Social Workers and School Psychologists	8.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	37.0

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 (%)
Asian	1	1.0	1.0
Black or African American	0	0	3.5
Hispanic	2	1.9	3.6
Native American	0	0	0.1
White	100	97.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	40	17.2	103	42.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	0	0
Students with Disabilities	0	0	0	0
District	43	16.5	108	41.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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	39	86.7
Other Health Impairment	32	82.1
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	86	68.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	1.3	1.4
Emotional Disturbance	8	0.7	1.0
Intellectual Disability	*	*	0.4
Learning Disability	45	4.1	4.2
Other Health Impairment	39	3.6	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	12	1.1	1.9
All Disabilities	125	11.5	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	19	15.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,542,630	12,394	8,769
Instructional Supplies and Equipment	356,535	352	275
Improvement of Instruction and Educational Media Services	468,229	463	487
Student Support Services	131,429	130	965
Administration and Support Services	1,711,107	1,691	1,600
Plant Operation and Maintenance	2,329,287	2,302	1,472
Transportation	1,325,534	1,124	786
Costs of Students Tuitioned Out	1,554,776	N/A	N/A
Other	622	1	178
Total	20,420,149	19,522	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,452,694	2,424	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	932,642	24.7	35.6
Noncertified Personnel	348,148	9.2	14.5
Purchased Services	263,805	7.0	5.0
Tuition to Other Schools	1,515,076	40.2	21.4
Special Ed. Transportation	425,650	11.3	8.5
Other Expenditures	286,554	7.6	14.9
Total Expenditures	3,771,875	100.0	100.0
PK-12 Expenditures Used for Special Education		18.5	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.2	94.6
State	3.5	4.0
Federal	1.3	1.4
Tuition & Other	0.0	0.0

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	70.9	71.6	76.9	69.6	.	.	.	.
High Needs	74.3	73.9	81.5	75.2	.	.	.	.
District	92.7	93.3	94.2	94.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	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	31	71	78.7	No	80.2
District	240	94.2	94.0	Yes	94.0
State ⁴		85.5			

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 2012-13 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	92.3	200	73.8
Male	86.7	179	71.9
Black or African American	*	*	*
Hispanic or Latino	*	12	*
White	89.4	345	72.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	80.0	8	40.0
Students with Disabilities	31.8	*	*
District	89.6	379	72.9
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.7	96.3
Male	85.3	93.3
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	87.2	94.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	65.0	*
District	87.6	94.9
State	72.7	88.5

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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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 plan that will allow them to successfully move on to post-secondary studies and/or meaningful employment. Guaranteed transition experiences have been developed for each grade level including: learning style and interest inventories for all Freshman to help in identifying areas of strength and interests; field trips to area colleges for Sophomores to develop a better understand how to access support services; job application, interviewing and resume writing for all Juniors; and a Senior seminar to aid in understanding both FERPA and Section 504 rights. All students will have a minimum of one formal transition assessment, typically in conjunction with triennial testing. Transition plans are reviewed and updated yearly at all annual reviews. We continued to expand our in-house autism services with our 3E program (Empowering, Enhancing and Educating the Whole Person), which provides direct individual instruction in functional academics, communication, daily living and social skills. Students participate in general education courses throughout the day, and each student has an on-campus work component. Professional development has focused on the development of IEP goals and objectives. Students participate in a number of programs both within and outside of the school community: Build-On, Mikey's Way, Soles for Souls, the Bridgeport Rescue Mission, Dorothy Day Hospitality House, Princess and Prom dress drive (HEAL), School Supplies for Nicaragua, Newtown charities, Stuff a Bus for the Troops, and Toys for Joy. Unified Sports is a growing program that involves both exceptional and typical children as they bond in the true spirit of athletic competition. Open Choice affords Bridgeport students the opportunity to experience a different type of diversity than a rural school can offer. The presence of different ethnicities gives students the experience of the integration of other cultures within the school community as students connect through curriculum, extra-curricular activities, student activities programs and the sports program. Frequent communication between the parent and school is a high priority. Parents have access to their child's academic record through Power School and teachers post assignments, work samples and directions on their individual digital e-boards. Electronic report cards are emailed to parents, as well as e-blast issues of the school newspaper, the Mosaic, and the PTSA sends its FOCUS newsletter twice each month. We offer an orientation evening for freshman parents the first night of school, an Open House, an evening devoted to our Program of Studies, and a celebration of art, music and capstone projects known as BarlowPalooza. Student attendance is closely 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 documentation (i.e. for illness – a doctor's note, observance of a religious holiday, death in the family, etc.). A truancy meeting is conducted with the social worker, counselor, parent, school administrator and student, if appropriate, to devise a plan of action.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional District #9, Joel Barlow High School, initiated several programs and activities to reduce racial, ethnic and economic isolation during the 2013-2014 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. 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 with the annual visitation for a group of French students and teachers. Our Science Department also provides our students with diverse experiences through the 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 sale 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. This is the second year of our combined English I and Western Civilization Humanities program, which is taught as a double period in the library. Teachers have taken advantage of the ready access to media services to expand the scope of their curriculum to embrace a wider range of literary and cultural experiences for our students.

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Equitable Allocation of Resources among District Schools

Joel Barlow High School is a regional school serving 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. The budget is proposed publicly at board of education meetings, where members of the public are invited to provide input. Allocation of resources is discussed at monthly board of education meetings. The board of education regularly convenes advisory committee meetings to discuss the allocation of resources. These include financial advisory, facilities and fields, and curriculum. 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.