

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



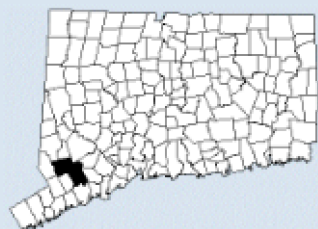
Regional School District 09

Jason Mckinnon, Superintendent • 203-261-2513 • <http://www.er9.org>

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	712
Per Pupil Expenditures	\$30,920
Total Expenditures	\$24,179,501

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	376	52.8	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	37	5.2	5.2
Black or African American	13	1.8	12.4
Hispanic or Latino of any race	77	10.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	28	3.9	4.8
White	557	78.2	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	78	11.0	44.8
Students with Disabilities	104	14.6	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	58	17.4	*	*
Male	53	14.2	*	*
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	13	17.6	*	*
White	85	15.3	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	19.1	0	0.0
Students with Disabilities	38	33.3	*	*
All Students - District	111	15.7	6	0.8
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 25
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	55.1
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	10.0
Special Education Paraprofessionals	4.0
District Central Office Administrators	1.0
School Level Administrators	7.7
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	3.9
Counselors, Social Workers and School Psychologists	10.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	79.5

In 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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.1	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	3	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	87	95.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	12	13	6.8
Teachers	7	9.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	*	18	85.7
White	86	61.9	125	83.3
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	19	57.6	17	*
Students with Disabilities	22	59.5	22	84.6
All Students - District	104	61.2	164	84.5
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	6	*
Intellectual Disability	0	0
Learning Disability	30	78.9
Other Health Impairment	33	78.6
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	72	61.0
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	13	1.8	2.9
Emotional Disability	16	2.2	1.1
Intellectual Disability	*	*	0.6
Learning Disability	38	5.1	6.5
Other Health Impairment	42	5.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	118	15.9	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	14	11.9	8.2
Private Schools or Other Settings	14	11.9	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$14,779,475	\$18,900	\$13,471
Support services - students	\$1,019,082	\$1,383	\$1,826
Support services - instruction	\$540,327	\$733	\$972
Support services - general administration	\$924,056	\$1,254	\$568
Support services - school based administration	\$1,291,100	\$1,752	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$3,612,274	\$4,901	\$2,125
Student transportation services	\$2,012,902	\$2,695	\$1,695
Food services	\$284	\$0	\$10
Enterprise operations	.	.	\$219
Total	\$24,179,501	\$30,920	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,583,337	27.6	26.4
Instructional Aide Salaries	\$113,611	2.0	10.1
Other Salaries	\$220,323	3.8	10.5
Employee Benefits	\$401,138	7.0	13.3
Purchased Services Other Than Transportation	\$360,456	6.3	6.8
Special Education Tuition	\$2,129,887	37.1	22.8
Supplies	\$6,260	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$907,794	15.8	8.7
Equipment	\$21,176	0.4	0.2
All Other Expenditures	\$609	0.0	0.1
Total	\$5,744,591	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	23.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	95.8
State	2.7
Federal	1.4
Tuition & Other	0.1

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	7	*	7	*	7	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	16	*	16	*	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	135	67.1	135	64.8	136	80.7
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	66.2	32	65.6	32	80.0
Not Eligible for Free or Reduced-Price Meals	135	67.1	135	64.4	135	80.2
Students with Disabilities	32	53.4	32	43.7	33	60.9
Students without Disabilities	135	70.2	135	69.6	134	84.9
High Needs	59	59.8	59	54.7	60	70.4
Non-High Needs	108	70.9	108	70.1	107	85.6
All Students - District	167	67.0	167	64.6	167	80.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	85.8	148	85.8
Curl Up	N/A	N/A	N/A	95.9	148	95.9
Push Up	N/A	N/A	N/A	79.5	146	79.5
Mile Run/PACER	N/A	N/A	N/A	76.5	149	76.5
All Tests - District	N/A	N/A	N/A	61.6	146	61.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
White	154	95.5
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37	86.5
Students with Disabilities	32	81.3
All Students - District	194	94.8
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	118	65.2
Male	115	62.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	20	54.1
White	190	65.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	28	53.8
Students with Disabilities	6	9.5
All Students - District	233	64.0
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	85.1	97.9
Male	85.1	97.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.0	97.3
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	84.4	95.0
Students with Disabilities	63.3	96.0
All Students - District	85.1	97.7
All Students - State	67.0	88.2

College 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.

College 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.0	75	133.9	150	89.3	64.7
ELA Performance Index	High Needs Students	59.8	75	119.6	150	79.7	54.9
Math Performance Index	All Students	64.6	75	129.3	150	86.2	61.1
Math Performance Index	High Needs Students	54.7	75	109.3	150	72.9	50.6
Science Performance Index	All Students	80.1	75	100.0	100	100.0	62.6
Science Performance Index	High Needs Students	70.4	75	93.8	100	93.8	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	15.7%	<=5%	28.6	50	57.1	17.2%
Chronic Absenteeism	High Needs Students	26.1%	<=5%	7.9	50	15.7	24.8%
% Taking CCR Courses	All Students	73.6%	75%	49.1	50	98.2	92.4%
% Meeting CCR Benchmark	All Students	64.0%	75%	42.7	50	85.3	47.2%
On-track to High School Graduation	All Students	96.8%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.0%	94%	96.9	100	96.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	85.1%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	61.6%	75%	41.1	50	82.2	49.0%
Arts Access	All Students	63.0%	60%	50.0	50	100.0	55.1%
Accountability Index				1252.0	1450	86.3	

Physical Fitness Estimated Participation Rate - District: 92.4% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	70.9	59.8	11.1	16.9	N
Math Performance Index Gap	70.1	54.7	15.4	18.4	N
Science Performance Index Gap	75.0	70.4	4.6	18.2	N
Graduation Rate Gap	94.0%	91.0%	3.0%	8.6%	N

If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.1
ELA	High Needs Students	92.2
Math	All Students	97.1
Math	High Needs Students	92.2
Science	All Students	98.2
Science	High Needs Students	95.2

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Region 9's School Improvement Plan focuses on three areas: 1. Implementation of High Impact Teaching Strategies (HITS). 2. Use of standardized and non-standardized student achievement data. And 3. Family engagement and school climate.

To improve instruction, administrators conduct monthly learning walks and classroom visits to provide targeted feedback. Teachers analyze assessment data and integrate HITS into daily instruction to raise student achievement.

Family involvement begins in 8th grade, with rising 9th graders visiting Joel Barlow High School (JBHS) for tours, student panels, and elective previews. Program of Studies Night and personalized course selection meetings further involve families in academic planning. Over the summer, student-led orientations and Freshman Parent Orientations help ease the transition to high school.

Family engagement continues throughout high school via course planning meetings, college information sessions, Junior Family Conferences, and ongoing communication through PowerSchool, Google Classroom, and teacher webpages.

JBHS actively monitors attendance and addresses chronic absenteeism through team-based interventions. Parent involvement is supported through PTSA, booster clubs, and outreach to Easton and Redding families.

Students with disabilities receive individualized support and participate in programs such as Life Skills, Work Study, Unified Sports, and Best Buddies. The Bridge classroom provides targeted social-emotional support, and various parent forums offer guidance on transition planning and special education services.

Mental Health First Aid training is offered to students, parents, and staff. The counseling department also hosts grade-level parent coffees on topics like transitioning to high school and college admissions.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Over the past school year, Joel Barlow High School has taken meaningful steps to reduce racial, ethnic, and economic isolation through expanded student support services, increased participation in regional educational opportunities, and the promotion of inclusive extracurricular programming. We increased staff diversity by hiring a school nurse, a speech and language pathologist, and a behavior technician for our Life Skills program. These roles have significantly enhanced our capacity to meet the diverse academic, social-emotional, and medical needs of our students, particularly those with disabilities and from under-resourced backgrounds.

We continue to promote racial and ethnic integration through strong participation in interdistrict and magnet school programs: 14 students from Easton and Redding are currently enrolled in Fairchild Wheeler Interdistrict Magnet School (Bridgeport). 11 JBHS students attend Regional Center for the Arts. 2 students attend the Center for Global Studies (Norwalk). 6 students attend Trumbull Agriscience School. 2 students attend Abbott Tech (Danbury). 5 students attend the Academy of Information Technology and Engineering (Stamford). Through the Open Choice/Project Choice Program, facilitated by Cooperative Educational Services, 6 students from Bridgeport attend JBHS, enriching our school community with a wider array of cultural and socioeconomic backgrounds.

Over the last three years, JBHS has steadily increased its engagement in interdistrict and magnet opportunities and expanded its support infrastructure for students. Participation in regional programs has grown, with overall student involvement in magnet or technical schools increasing by more than 25%. The addition of targeted student support staff reflects a strategic investment in inclusivity and access. Our ongoing participation in Project Choice has remained consistent, ensuring sustained opportunities for cross-cultural integration within our school environment.

JBHS also fosters integration through extracurricular programming. Our debate team, for instance, competes regionally, engaging with students from Danbury, Fairfield, New Haven, Stamford, and beyond. These types of programming offer students meaningful opportunities to learn from and alongside peers from diverse

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Equitable Allocation of Resources among District Schools

Region 9 .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. 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. Resource allocation 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	2	22.2	2.2
Personal Reasons	3	33.3	6.7
Position Eliminated or Expired	1	11.1	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	2	22.2	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	11.1	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	9		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.