

**Regional School District 09**  
**THOMAS A JOKUBAITIS, Superintendent**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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### COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 6.0%
2000 Population: 15,542	Public School Enrollment as % of Total Student Population: 83.6%
1990-2000 Population Growth: 9.2%	Percent of Adults without a High School Diploma in 2000: 5.1%
2000 Per Capita Income: \$52,183	Adult Education Enrollment in 2002-03 School Year: 20
Number of Public Schools: 1	Number of Adults Receiving Diplomas in 2002-03 School Yr.: 2
Number of Nonpublic Schools: 0	

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Education Reference Group (ERG): A ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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### DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2003-04	1.2	1.4	26.6
	2002-03	0.2	1.3	25.4
% of K-12 Students with Non-English Home Language	2003-04	2.1	2.5	12.4
	1998-99	2.2	2.6	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2003-04	9.9	10.2	23.0
	1998-99	25.3	15.4	31.3

### STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	Race/Ethnicity (Jan.)	Number	Percent
Grade Range			
9-12	American Indian	1	0.1
Total January Enrollment	Asian American	20	2.2
925	Black	3	0.3
5-Year Oct. Enrollment Change	Hispanic	3	0.3
35.1%	White	898	97.1
Projected Oct. 2008 Enrollment	Other	0	0.0
Elementary	Total Minority 2003-04	27	2.9
0	Total Minority 1998-99	26	3.8
Middle School			
0			
High School			
935			
Prekindergarten, Other			
0			


### **EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

- Students participated in the inter-district Information Technology Academy (ITLA) with other high schools from Northwestern Connecticut and Waterbury and competed for recognition at the ITLA Expo.
- The school joined a consortium of suburban and urban schools in developing a transition program for special-needs students in age-appropriate post-secondary environments.
- The debate team participated in a tournament with debaters from other schools at Hartford Public High School.
- World language students participated with students from 70 Connecticut schools in Annual Latin Day.
- Music students participated in the Western Regional Music Festival with students from all schools in Fairfield.
- Students joined other area high school students at a presentation given by executives of GE Capital in Danbury.
- The Jazz Band competed at the Brian McMahon High School Jazz Competition in Norwalk.
- Students interacted with adolescents from rural, suburban, and urban high schools at the Study Circles Experience for Young Women, regional forums that explored issues of diversity.
- Peer educators developed and hosted a reading program for students at a Bridgeport elementary school.
- In partnership with other districts, including Danbury, we participate in Creating Career Pathways that focuses on the multicultural workplace and ties in CAPT skills to various activities.
- Students participate in the Regional Internship Program that provides varied opportunities to explore careers.
- The Spanish V and Desk Top Publishing classes created Valentine's Day cards in English and Spanish for senior citizens living at an assisted living center in Bridgeport.
- Members of the Chess team competed with public and private school teams at Danbury, Ridgefield and Wooster.
- Students from the Spanish IV and Spanish IV honors classes attended a "going back to Mexico" party in an adult education class in Norwalk.
- Members of the Dance Club participated with area schools at the Sacred Heart University Dance Team Clinic.
- Students participated with Danbury students in the regional Mock Trial Club Competitions.
- Members of the Diversity Club participated in an AIDS Walk with students of diverse backgrounds.
- Latin students joined other public and private school students at the performance of "The Metamorphoses" at the Hartford Stage Company.
- Student members of ASSETS, a character education program, presented workshops on tolerance and respect at the middle school in Easton and Redding.
- The English and social studies curricula are infused with multi-cultural literature.
- Staff participation in professional development activities pertaining to cultural diversity and awareness continues to increase.

### **DISTRICT RESOURCES**

#### **Staff Count (Full-Time Equivalent)**

# of Certified Staff		
Teachers		72.4
Administrators		5.5
Library/Media Staff		2.0
Other Professionals		11.1
% Minority 2003-04		2.1
% Minority 1998-99		2.6
# Non-Certified Instructional		14.0

Average Class Size		District	ERG	State
Grade K	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
Grade 2	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
Grade 5	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
Grade 7	2003-04	N/A	N/A	N/A
	1998-99	N/A	N/A	N/A
High School	2003-04	19.6	19.5	20.3
	1998-99	20.9	19.3	19.9

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	16.0	12.1	13.5
% with Master's Degree or Above	87.4	86.6	78.6
% Trained as Mentors, Assessors, or Cooperating Teachers	37.9	30.2	26.6



## STUDENT PERFORMANCE, continued

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Gen.</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2000-01</b>	<b>District</b> <b>2003-04</b>	<b>ERG</b> <b>2003-04</b>	<b>State</b> <b>2003-04</b>
Reading Across the Disciplines	83	85.0	82.1	48.0
Writing Across the Disciplines	80	88.7	84.5	53.7
Mathematics	74	76.9	79.6	46.1
Science	74	82.2	79.1	47.4
All Four Tests	50.0	62.4	61.0	27.7
Participation Rate	97.6	99.6	98.8	96.9



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1998</b>	<b>Class of 2003</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	93.1	100.0	97.0	76.2
Mathematics: Average Score	557	567	586	508
Mathematics: % Scoring 600 or More	35.1	40.6	48.5	23.8
Verbal: Average Score	551	558	576	504
Verbal: % Scoring 600 or More	35.1	40.1	43.7	21.1

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2003	1.0	1.5	9.5
2002-03 Annual Rate for Grades 9 through 12	0.1	0.3	2.1
1997-98 Annual Rate for Grades 9 through 12	1.1	0.5	3.5

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2003	184	92.0	92.9	80.3
	1998	147	92.5	93.3	76.7
 Employed or in Military	2003	16	8.0	4.6	15.7
	1998	8	5.0	3.3	17.8
 Unemployed	2003	0	0.0	0.1	1.1
	1998	0	0.0	0.3	2.0

## DISTRICT REVENUES/EXPENDITURES 2002-03

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$8,576	\$9,636	\$6,276	\$6,712	\$6,036
Instructional Supplies and Equipment	\$482	\$541	\$293	\$288	\$252
Improvement of Instruction and Educational Media Services	\$157	\$177	\$344	\$401	\$376
Student Support Services	\$155	\$174	\$628	\$655	\$580
Administration and Support Services	\$1,099	\$1,235	\$1,543	\$1,173	\$1,061
Plant Operation and Maintenance	\$1,243	\$1,396	\$1,152	\$1,112	\$992
Transportation	\$676	\$661	\$637	\$484	\$470
Costs for Students Tuitioned Out	\$420	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$239	\$164	\$117
<b>Total</b>	\$12,809	\$14,232	\$11,452	\$11,230	\$10,096
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,827	\$6,547	\$3,187	\$1,547	\$1,177
Adult Education	\$5	\$260	N/A	\$1,014	\$996

**Revenue Sources, % 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
With School Construction	71.4	27.2	1.3	0.0
Without School Construction	95.6	2.4	1.9	0.0

**Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year.** Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	N/A	N/A	\$9,173	3.2	\$8,306	3.6
Salaries and Benefits	N/A	N/A	\$7,521	3.8	\$6,848	3.9
Supplies	N/A	N/A	\$442	14.8	\$431	1.4
Equipment	N/A	N/A	\$127	-17.0	\$125	-3.8
High School						
Total	\$12,334	-3.3	\$10,761	4.0	\$9,192	3.3
Salaries and Benefits	\$9,360	-4.2	\$8,786	4.8	\$7,406	3.7
Supplies	\$841	4.6	\$517	-1.1	\$504	1.8
Equipment	\$157	157.4	\$139	-19.2	\$153	-11.6

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### **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Regional School District No. 9 consists only of Joel Barlow High School. Equitable allocation of resources is determined through the development of the school's annual operating budget, which is based on the academic, co-curricular, extracurricular, and civic needs of the students. Every professional staff member has an opportunity to provide budgetary information to department chairs who, in turn, work with the head of school in developing a list of financial priorities from which a comprehensive budget is developed. A primary characteristic of the budget process is very detailed budget documents. The specificity of these documents allows community members to analyze not only overall funding patterns but also the rationale for new programs and related expenditures. Several meetings are convened each year to facilitate public discussion and debate pertaining to the budget. Preceding the development of the budget, all students participate in course registration for the next school year. The registration process provides detailed, accurate data regarding prospective course enrollment and related program and personnel needs; therefore, both student choice and parent expectations are major determining factors in the development of the budget.

The entire budget process demonstrates equity. It reflects substantive collaboration among members of the educational community, and it sustains the school district's longstanding dedication to academic excellence, civic responsibility, and ethical leadership.

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### **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Analysis of students' participation in and performance on CAPT, PSAT, and SAT, indicate the following:

- In 2003 students were recognized for achieving the highest rank in the state for overall performance on CAPT.
- From 1995 to 2003, greatest improvement in overall student performance on CAPT among ERG A schools.
- In 2003, 83.3% of students achieved CAPT standard in mathematics; 83.9% achieved CAPT standard in reading; 80.5% achieved CAPT standard in science; 91.1% achieved CAPT standard in writing.
- The school's CAPT performance index for mathematics was ranked number five in ERG A; for reading was ranked number one in ERG A; for science was number two in ERG A; for writing was number one in ERG A.
- Based on their performance on the PSAT from 1991 to 2003, 32 students qualified for finalist competition and 96 students qualified for commended status in the National Merit Scholarship Program.
- Combined SAT scores of the Class of 2003 ranked ninth among all public schools in Connecticut.

During the 2001-2002 school year, students won local, state, and national awards for superior academic performance. During the last five years, the school has received awards and commendations for academic excellence from the State Department of Education, the Connecticut Association of Schools, the Connecticut Association of Boards of Education, the Governor of the State of Connecticut, the College Board, and The Washington Post.

To enhance its traditions of academic excellence, the school has implemented a two year CISCO Academy, a new CAD-CAM course, a new world language laboratory, a new mentoring program and a transition team for ninth grade students. It has adopted a uniform curriculum format. It is also revising curricula in several subject areas, publishing new course syllabi, re-conceptualizing the schedule of instrumental music classes, researching the academic and co-curricular structure of the senior year and examining overall school design.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.er9.org">www.er9.org</a>
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