

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



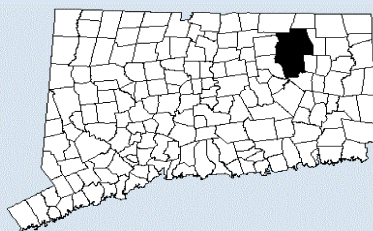
Regional School District 19

Mrs. Jill Krieger, Superintendent • 860-487-1862 • <http://www.eosmith.org/>

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	1,208
Per Pupil Expenditures ¹	\$18,408
Total Expenditures ¹	\$22,586,390

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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.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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	621	51.4	48.4
Male	587	48.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	45	3.7	5.1
Black or African American	19	1.6	12.8
Hispanic or Latino	113	9.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	189	15.6	3.3
White	839	69.5	53.6
English Learners	19	1.6	7.2
Eligible for Free or Reduced-Price Meals	238	19.7	36.7
Students with Disabilities ¹	183	15.1	14.8

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	34	5.5	14	2.3
Male	37	6.4	40	6.9
Black or African American	*	*	0	*
Hispanic or Latino	9	8.1	*	*
White	54	6.5	40	4.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	11.4	22	6.8
Students with Disabilities	11	6.1	19	10.2
District	71	5.9	54	4.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 10

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	89.3
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	13.8
Paraprofessional Instructional Assistants	33.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	8.4
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	8.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	58.5

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	1.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	122	97.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	15	71.4	32	88.9
White	123	58.9	156	78.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	37	51.4	61	73.5
Students with Disabilities	15	39.5	31	50.0
District	180	62.3	267	83.4
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	6	28.6
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	41	78.8
Other Health Impairment	22	52.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	85	52.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	21	2.2	1.8
Emotional Disturbance	16	1.7	1.1
Intellectual Disability	11	1.2	0.5
Learning Disability	52	5.5	5.2
Other Health Impairment	42	4.4	3.1
Other Disabilities	11	1.2	1.1
Speech/Language Impairment	8	0.8	1.8
All Disabilities	161	16.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	8.1	8.3
Private Schools or Other Settings	9	5.6	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	12,209,225	10,234	9,847
Instructional Supplies and Equipment	357,129	299	287
Improvement of Instruction and Educational Media Services	252,873	212	589
Student Support Services	1,280,298	1,073	1,120
Administration and Support Services	2,650,827	2,222	1,905
Plant Operation and Maintenance	1,692,294	1,419	1,648
Transportation	1,766,955	1,731	904
Costs of Students Tuitioned Out	1,545,669	N/A	N/A
Other	831,120	697	208
Total	22,586,390	18,408	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,814,388	1,521	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,626,638	29.9	33.8
Noncertified Personnel	267,670	4.9	14.5
Purchased Services	1,077,654	19.8	5.5
Tuition to Other Schools	1,464,225	26.9	23.4
Special Ed. Transportation	582,047	10.7	8.7
Other Expenditures	415,116	7.6	14.1
Total Expenditures	5,433,350	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	52.0	53.5
State	30.4	27.6
Federal	1.5	1.6
Tuition & Other	16.0	17.3

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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	9	*	9	*
Black or African American	10	*	10	*
Hispanic or Latino	20	56.9	20	55.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	36	63.8	36	66.1
White	183	65.2	183	63.0
English Learners	9	*	9	*
Non-English Learners	249	65.0	249	63.9
Eligible for Free or Reduced-Price Meals	51	53.7	51	49.6
Not Eligible for Free or Reduced-Price Meals	207	67.0	207	66.7
Students with Disabilities	32	52.7	32	47.8
Students without Disabilities	226	66.0	226	65.5
High Needs	78	54.3	78	50.4
Non-High Needs	180	68.8	180	69.0
District	258	64.4	258	63.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	69.5	295	69.5
Curl Up	N/A	N/A	N/A	62.7	295	62.7
Push Up	N/A	N/A	N/A	60.0	295	60.0
Mile Run/PACER	N/A	N/A	N/A	49.8	295	49.8
All Tests - District	N/A	N/A	N/A	43.4	295	43.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	21	90.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	75	80.0
Students with Disabilities	52	57.7
District	292	88.7
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	203	65.1
Male	97.0	162	54.5
Black or African American	*	*	*
Hispanic or Latino	98.2	33	57.9
White	96.6	228	55.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.8	61	39.4
Students with Disabilities	83.0	19	19.0
District	97.0	365	59.9
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	70.6	94.8
Male	71.9	95.1
Black or African American	*	*
Hispanic or Latino	61.9	*
White	72.1	94.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	83.3
Students with Disabilities	41.7	*
District	71.2	94.9
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.4	75	85.8	100	85.8	67.6
	High Needs Students	54.3	75	72.4	100	72.4	57.5
Math Performance Index	All Students	63.3	75	84.5	100	84.5	62.7
	High Needs Students	50.4	75	67.2	100	67.2	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	5.9%	<=5%	48.1	50	96.2	10.7%
	High Needs Students	10.1%	<=5%	39.9	50	79.7	16.6%
Preparation for CCR	% Taking Courses	73.4%	75%	48.9	50	97.9	74.8%
	% Passing Exams	59.9%	75%	40.0	50	79.9	44.8%
On-track to High School Graduation		90.1%	94%	47.9	50	95.9	87.5%
4-year Graduation All Students (2017 Cohort)		88.7%	94%	94.4	100	94.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		89.2%	94%	94.8	100	94.8	81.8%
Postsecondary Entrance (Class of 2017)		71.5%	75%	95.3	100	95.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.7% 43.2%	75%	28.8	50	57.5	96.6% 50.1%
Arts Access		51.8%	60%	43.2	50	86.4	51.2%
Accountability Index				891.1	1050	84.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?						Y
ELA Performance Index Gap	68.8	54.3	14.5		15.9	
Math Performance Index Gap	69.0	50.4	18.6		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	89.2%	4.8%		12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	89.0
	High Needs Students	89.8
Math	All Students	89.0
	High Needs Students	89.8
Science	All Students	84.5
	High Needs Students	73.6

³Minimum participation standard is 95%.

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

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Region 19 engaged in the following activities: . PLearning pilot focused on improving communication through consolidating on-line platforms to allow parents access to an assignment calendar and course materials. . Email communication to parents on school programs aimed at general wellness and substance use prevention.

An automated system of parent notification of unverified school absences as well as written letters to parents on attendance totals for at-risk students.

Updated Facebook and Twitter pages inform parents of news and upcoming events. . Text messaging used for immediate notifications to parents and students.

Extensive high school transition program that integrates new students to E.O. Smith. Activities include an 8th grade activity night, freshmen and new student orientation and social activities such as dances, movie nights and semester exam reviews. Special education, the E.O. Smith Parent Advisory Group (EOSPAG) meets on the first Monday of every month to facilitate communication and collaboration between the school district and the parents of children with special needs. Through collaborative practice, we strive to positively impact special education programs and services for the students of Regional School District 19. Over the 2017/2018 school year, the EOSPAG planned the following activities: . Back to school night for parents of students with disabilities. Transition to adult living workshop offered parents information on obtaining guardianship and adult living option for adults with disabilities. Understanding the IEP evening workshop for parents.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Region #19 provides funding for the implementation of a PSAT session in March as a way to provide equal access to the preparatory exam used for the SAT. In doing so, we are able to achieve a 95% participation rate in the PSAT.

Partnership with the Dodd Center to promote democratic discourse around controversial issues facing society today. In spring of 2017 a panel discussion on racial and gender equality was conducted as a school-wide assembly. . In 2018, a series of training workshops were offered to EOS students leading up to a community based deliberation forum. Members of the community at-large made presentations to students on equality. Participants included representatives from the Mashantucket Pequot Research Center and the NAACP.

A review of student discipline data was viewed and compared with different student demographics to ensure there is not an over representation of sub groups in the overall student population (minority, special education).

The agricultural education center provides an opportunity for students from towns with different demographic characteristics to attend E.O. Smith.

E.O. Smith participates in several international exchanges allowing students to interact with students from different nations and experiences different cultures.

Girls to Girls (G2G)- is a group that connects EO girls with girls from 4 other districts, including racially diverse districts. A 90 member unified sports, physical education and theater programs promote inclusion. . Our STAAR (18-21 year old transition program) program for students with severe developmental disabilities operates in partnership with the University of Connecticut and is located on the UConn campus. . Diversity of students attending E.O. Smith from 6 different towns provides an opportunity beginning in grade 9 for students to diversify their social interactions. Regular guest speakers to classrooms provide a wide range of professionals from different backgrounds for students to interact with. .

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Equitable Allocation of Resources among District Schools

We are a one school district.