

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



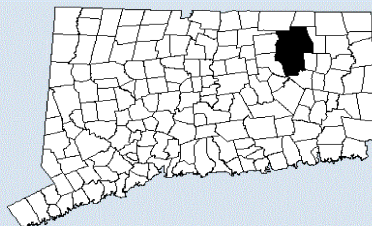
Regional School District 19

Mr. Bruce Silva, Superintendent • 860-487-1862 • www.eosmith.org/

District Information

Grade Range	9-12
Number of Schools	4
Enrollment	1,205
Per Pupil Expenditures ¹	\$16,000
Total Expenditures ¹	\$19,967,443

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	611	50.7	48.3
Male	594	49.3	51.6
American Indian	*	*	0.2
Asian	60	5.0	4.6
Black or African American	24	2.0	12.9
Hispanic or Latino	77	6.4	21.2
Pacific Islander	*	*	0.0
White	1,033	85.7	58.4
Two or More Races	7	0.6	2.3
English Language Learners	13	1.1	5.7
Eligible for Free or Reduced-Price Meals	180	14.9	37.3
Students with Disabilities ¹	194	16.1	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	112	18.6	17	2.8
Male	77	13.1	56	9.5
Black or African American	*	*	*	*
Hispanic or Latino	17	23.0	*	*
White	160	15.6	59	5.7
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	30.3	29	14.5
Students with Disabilities	52	26.4	30	14.8
District	189	15.9	73	6.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 2

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	91.6
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	14.5
Paraprofessional Instructional Assistants	28.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	5.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	9.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	30.5

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 (%)
Asian	1	0.8	1.0
Black or African American	0	0	3.5
Hispanic	2	1.6	3.6
Native American	0	0	0.1
White	125	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
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	5.4	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
Hispanic or Latino	0	0	*	*
White	*	*	44	15.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	0	0
Students with Disabilities	0	0	*	*
District	9	3.1	54	16.7
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	8	*
Emotional Disturbance	15	71.4
Intellectual Disability	0	0
Learning Disability	49	84.5
Other Health Impairment	36	76.6
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	114	68.3
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	17	1.7	1.4
Emotional Disturbance	21	2.0	1.0
Intellectual Disability	9	0.9	0.4
Learning Disability	58	5.7	4.2
Other Health Impairment	47	4.6	2.5
Other Disabilities	8	0.8	1.0
Speech/Language Impairment	7	0.7	1.9
All Disabilities	167	16.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,904,409	8,916	8,769
Instructional Supplies and Equipment	434,633	355	275
Improvement of Instruction and Educational Media Services	363,311	297	487
Student Support Services	1,152,552	942	965
Administration and Support Services	2,324,496	1,901	1,600
Plant Operation and Maintenance	1,572,181	1,286	1,472
Transportation	1,480,960	1,237	786
Costs of Students Tuitioned Out	989,414	N/A	N/A
Other	745,487	610	178
Total	19,967,443	16,000	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,980,615	2,437	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	1,416,208	32.4	35.6
Noncertified Personnel	250,900	5.7	14.5
Purchased Services	1,091,058	24.9	5.0
Tuition to Other Schools	916,994	21.0	21.4
Special Ed. Transportation	401,060	9.2	8.5
Other Expenditures	298,903	6.8	14.9
Total Expenditures	4,375,123	100.0	100.0
PK-12 Expenditures Used for Special Education		21.9	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.4	64.9
State	38.1	33.4
Federal	1.5	1.7
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	.	61.5	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	66.6	64.3	53.5	72.3	.	.	.	.
Students with Disabilities	57.9	45.6	42.7	48.5	.	.	.	.
High Needs	64.0	61.1	51.0	64.3	.	.	.	.
District	83.7	82.6	79.8	84.3	.	.	.	.

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	88.4	198	88.4
Curl Up	N/A	N/A	N/A	61.6	198	61.6
Push Up	N/A	N/A	N/A	82.3	198	82.3
Mile Run/PACER	N/A	N/A	N/A	86.4	198	86.4
All Tests - District	N/A	N/A	N/A	46.0	198	46.0
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	24	79.2	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	65	80	57.3	Yes	61.0
Students with Disabilities	49	51	62.9	No	66.0
District	316	87.7	84.6	Yes	85.5
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	75.2	145	48.7
Male	69.0	139	43.6
Black or African American	*	*	*
Hispanic or Latino	48.1	*	*
White	72.7	258	46.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	47.9	17	17.7
Students with Disabilities	25.0	*	*
District	72.0	284	46.0
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	80.4	92.1
Male	67.1	87.4
Black or African American	*	*
Hispanic or Latino	81.0	*
White	73.4	89.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	68.7	*
Students with Disabilities	39.0	69.6
District	74.2	90.0
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

Regional School District offers a comprehensive program of special education services and supports for all identified students. The district is particularly proud of the S.T.A.A.R program for 18-21 year old students which is offered in cooperation with the University of Connecticut.

The district believes that maintaining excellent school attendance for all students, is dependent upon good communication with parents. The district has taken extraordinary efforts to notify parents on a daily basis when students are absent from class. The Principal's office also notifies parents by letter after the 6th and 9th absence from school in an effort to provide support to families in need of help to get their child to school.

A number of programs and activities are scheduled each year to encourage parents and guardians to be better informed about the programs and services at the high school.

The guidance department has created a website for student to use in creating their student success plans (SSP). The website (setyourgps.org) embeds the growth mindset in to the SSP and offers articles of interest in addition to the information posted on the web site.

The principal maintains an "eboard" on the school home page that includes updated articles and event information.

E.O. Smith provides on-line access to current student attendance, discipline and grade information.

The principal sends emails/text messages to all students and parents as routine reminders of upcoming events and activities.

Each fall, parents are invited to a school Open House which is always very well attended. Those in attendance have an opportunity to meet their child's teachers and to become more knowledgeable about each of their child's classes.

At the beginning of each season, the athletic department hosts a 'meet the coaches' night' for those parents whose children are playing on athletic teams.

The guidance department invites parents to attend a "Post Secondary Planning" workshop which focus on resources for financial aid and college admissions.

The school maintains a local access television channel which is updated daily with district and school information.

The school web site offers current information for students, parents and staff. Teachers post class information on eboards allowing students and parents to access documents and calendars of upcoming assignments

Efforts to Reduce Racial, Ethnic and Economic Isolation

E.O. Smith has a long tradition of inviting guest speakers with varying backgrounds and experiences to address our student body. Recently, these special guests include individuals from impoverished countries in Africa and the Middle East. Global health leader, Paul Farmer, gave presentations to students and parents as a culminating activity in support of the E.O. Smith Reads programs and Dr. Farmer's book, 'Mountains Beyond Mountains'.

E.O. Smith has foreign exchange programs (Spain, France, Germany and Italy) that provide our students, and those of from our sister schools, with a variety of opportunities to visit with each other, practice their language skills, develop an understanding of different cultural practices and celebrate our differences. E.O. Smith students and staff continue to support a non-profit organization for clean water in Haiti called Roots of Development through charitable donations and volunteer trips. Locally, E.O. Smith has an active Connecticut Youth Forum group and hosted an activity this past spring.

The process of removing the least challenging academic has been completed last year. As a multi-year initiative, this "lowest" academic level has been collapsed into our college preparatory level while additional classroom and non-classroom supports have been put in place to address any individual academic needs. This process was initiated after a (2011) data analysis revealed a disproportionate percentage of minority and low socio-economic students were taking classes in the non-college preparatory academic level.

The students entering E.O. Smith are from six area towns (Ashford, Columbia, Coventry, Mansfield, Willington, and Windham) placing increased emphasis on a successful 9th grade transition program. E.O. Smith has an extensive new student transition program that involves our Peer Natural helper and Student Congress programs. Both groups receive training on a weekend retreat that involves team building training centered on becoming peer leaders and model our five core values of respect, responsibility, integrity, achievement and community. The transition program begins in February of the eighth grade year and extends through January of the ninth grade year and includes a parent mentor component as well.

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Equitable Allocation of Resources among District Schools

Regional School District #19 has only one school which is E.O. Smith High School