

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



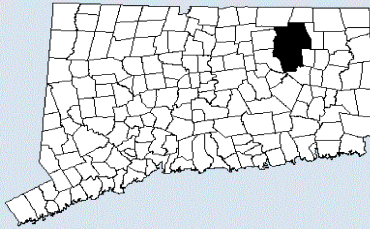
Regional School District 19

Mr. Bruce Silva, Superintendent • 860-487-1862 • <http://www.eosmith.org/>

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	1,213
Per Pupil Expenditures ¹	\$17,351
Total Expenditures ¹	\$21,307,009

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	644	53.1	48.3
Male	569	46.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	51	4.2	4.9
Black or African American	26	2.1	12.8
Hispanic or Latino	105	8.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	20	1.6	2.7
White	1,006	82.9	55.9
English Learners	19	1.6	6.4
Eligible for Free or Reduced-Price Meals	204	16.8	38.0
Students with Disabilities ¹	196	16.2	13.7

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	68	10.7	24	3.8
Male	41	7.4	37	6.7
Black or African American	*	*	*	*
Hispanic or Latino	16	15.7	10	9.8
White	87	8.8	44	4.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	43	19.5	28	12.3
Students with Disabilities	31	16.5	23	11.9
District	109	9.2	61	5.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

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	4.0
Special Education	
Teachers and Instructors	13.8
Paraprofessional Instructional Assistants	33.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.8
School Level	9.4
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	37.5

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	126	98.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	26.1	18	72.0
White	84	34.4	146	59.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	17	30.4	28	57.1
Students with Disabilities	13	35.1	38	62.3
District	97	34.0	188	63.1
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	7	31.8
Emotional Disturbance	8	32.0
Intellectual Disability	0	0
Learning Disability	36	61.0
Other Health Impairment	29	67.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	90	52.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	2.3	1.6
Emotional Disturbance	25	2.6	1.0
Intellectual Disability	*	*	0.5
Learning Disability	59	6.0	4.6
Other Health Impairment	43	4.4	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	11	1.1	1.9
All Disabilities	173	17.7	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,566,001	9,671	9,387
Instructional Supplies and Equipment	636,601	532	318
Improvement of Instruction and Educational Media Services	304,794	255	541
Student Support Services	1,210,610	1,012	1,048
Administration and Support Services	2,666,905	2,230	1,790
Plant Operation and Maintenance	1,721,181	1,439	1,608
Transportation	1,442,410	1,307	845
Costs of Students Tuitioned Out	932,121	N/A	N/A
Other	826,386	691	194
Total	21,307,009	17,351	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,343,961	1,960	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,599,617	34.5	35.1
Noncertified Personnel	255,122	5.5	14.5
Purchased Services	1,254,508	27.1	5.5
Tuition to Other Schools	811,241	17.5	21.6
Special Ed. Transportation	361,871	7.8	8.3
Other Expenditures	353,264	7.6	15.0
Total Expenditures	4,635,623	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.1	52.9
State	34.2	30.8
Federal	1.5	1.7
Tuition & Other	13.2	14.6

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	10	*	10	*	13	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	22	56.0	22	53.0	30	64.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	7	*
White	230	66.7	230	63.5	246	63.3
English Learners	*	*	*	*	7	*
Non-English Learners	*	*	*	*	292	64.3
Eligible for Free or Reduced-Price Meals	49	60.0	49	55.5	50	55.4
Not Eligible for Free or Reduced-Price Meals	220	67.3	220	64.8	249	65.7
Students with Disabilities	36	50.8	36	45.4	45	44.1
Students without Disabilities	233	68.3	233	65.8	254	67.5
High Needs	77	56.1	77	51.8	86	51.8
Non-High Needs	192	69.9	192	67.6	213	68.9
District	269	65.9	269	63.1	299	64.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	86.3	262	86.3
Curl Up	N/A	N/A	N/A	83.6	262	83.6
Push Up	N/A	N/A	N/A	82.4	262	82.4
Mile Run/PACER	N/A	N/A	N/A	73.3	262	73.3
All Tests - District	N/A	N/A	N/A	62.2	262	62.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	59	83.1	64.6	Yes	68.3
Students with Disabilities	41	68.3	69.1	No	72.2
District	292	91.4	86.4	Yes	87.4
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.6	159	49.8
Male	95.5	139	52.7
Black or African American	*	*	*
Hispanic or Latino	91.7	15	31.3
White	95.9	255	52.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.2	33	31.4
Students with Disabilities	66.7	6	22.2
District	95.5	298	51.1
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.6	89.6
Male	67.5	87.5
Black or African American	*	*
Hispanic or Latino	*	*
White	70.9	87.8
English Learners	70.9	*
Eligible for Free or Reduced-Price Meals	46.4	83.9
Students with Disabilities	31.6	82.6
District	70.8	88.7
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	65.9	75	87.9	100	87.9	67.7
	High Needs Students	56.1	75	74.8	100	74.8	56.7
Math Performance Index	All Students	63.1	75	84.1	100	84.1	61.4
	High Needs Students	51.8	75	69.0	100	69.0	49.9
Science Performance Index	All Students	64.0	75	85.3	100	85.3	57.5
	High Needs Students	51.8	75	69.1	100	69.1	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	9.2%	<=5%	41.6	50	83.3	9.6%
	High Needs Students	16.2%	<=5%	27.6	50	55.2	15.6%
Preparation for CCR	% Taking Courses	48.9%	75%	32.6	50	65.2	67.6%
	% Passing Exams	51.1%	75%	34.1	50	68.2	40.7%
On-track to High School Graduation		85.3%	94%	45.4	50	90.7	85.1%
4-year Graduation All Students (2015 Cohort)		91.4%	94%	97.3	100	97.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.7%	94%	91.2	100	91.2	78.6%
Postsecondary Entrance (Class of 2015)		70.8%	75%	94.4	100	94.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.6% 62.2%	75%	20.7	50	41.5	89.2% 50.5%
Arts Access		50.0%	60%	41.7	50	83.3	47.5%
Accountability Index				996.9	1250	79.7	

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?					N
ELA Performance Index Gap	69.9	56.1	13.7	16.5	
Math Performance Index Gap	67.6	51.8	15.9	18.9	
Science Performance Index Gap	68.9	51.8	17.0	17.2	
Graduation Rate Gap	94.0%	85.7%	8.3%	15.3%	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	95.1
	High Needs Students	90.6
Math	All Students	95.1
	High Needs Students	90.6
Science	All Students	98.7
	High Needs Students	96.7

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: 51.4

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools