

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



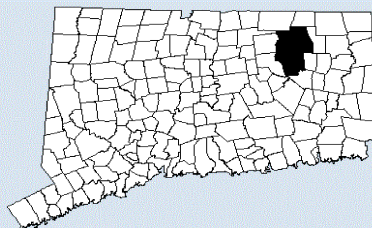
Regional School District 19

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

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	1,150
Per Pupil Expenditures ¹	\$18,530
Total Expenditures ¹	\$22,829,266

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	578	50.3	48.4
Male	572	49.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	47	4.1	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	101	8.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	149	13.0	3.6
White	828	72.0	52.4
English Learners	11	1.0	7.6
Eligible for Free or Reduced-Price Meals	319	27.7	42.1
Students with Disabilities ³	170	14.8	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	17	3.0	22	3.7
Male	15	2.7	42	7.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	20	2.4	47	5.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	7.3	27	7.8
Students with Disabilities	8	4.7	20	10.7
District	32	2.8	64	5.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the 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	87.7
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	13.8
Paraprofessional Instructional Assistants	26.0
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	7.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	57.0

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	3.8
Hispanic or Latino of any race	2	1.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	119	97.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.9	10.0

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 of any race	18	52.9	19	86.4
White	121	57.6	185	82.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	53.9	58	75.3
Students with Disabilities	17	47.2	36	67.9
District	175	58.9	261	84.7
State		74.5		85.2

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	9	33.3
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	37	78.7
Other Health Impairment	21	56.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	78	53.4
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	27	3.0	1.9
Emotional Disturbance	13	1.4	1.1
Intellectual Disability	10	1.1	0.5
Learning Disability	47	5.2	5.5
Other Health Impairment	37	4.1	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	146	16.1	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$14,515,474	\$11,782	\$10,545
Support services - students	\$1,261,148	\$1,053	\$1,373
Support services - instruction	\$215,030	\$179	\$644
Support services - general administration	\$1,855,886	\$1,549	\$462
Support services - school based administration	\$706,181	\$589	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$1,735,289	\$1,448	\$1,629
Student transportation services	\$1,716,606	\$1,750	\$1,231
Food services	.	.	\$13
Enterprise operations	\$823,651	\$688	\$157
Minor school construction	.	.	\$65
Total	\$22,829,266	\$18,530	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,392,713	27.3	29.7
Instructional Aide Salaries	\$251,925	4.9	9.6
Other Salaries	\$272,851	5.4	10.4
Employee Benefits	\$406,193	8.0	13.0
Purchased Services Other Than Transportation	\$1,046,760	20.5	5.5
Special Education Tuition	\$1,221,877	24.0	22.6
Supplies	\$29,178	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$476,325	9.3	8.0
Equipment	.	.	0.2
All Other Expenditures	\$58	0.0	0.1
Total	\$5,097,880	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	57.4
State	24.8
Federal	1.6
Tuition & Other	16.3

⁴Revenue 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., 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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	33	58.4	33	61.4	34	62.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	71.6	34	77.8	33	69.7
White	203	65.0	203	66.8	203	64.6
English Learners	6	*	6	*	6	*
Non-English Learners	280	65.2	280	68.1	280	65.1
Eligible for Free or Reduced-Price Meals	70	55.6	70	56.7	71	56.5
Not Eligible for Free or Reduced-Price Meals	216	68.5	216	71.9	215	68.4
Students with Disabilities	31	48.8	31	45.1	31	50.9
Students without Disabilities	255	67.4	255	71.0	255	67.2
High Needs	89	55.2	89	55.8	90	56.8
Non-High Needs	197	69.9	197	73.8	196	69.4
District	286	65.4	286	68.2	286	65.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	88.4	250	88.4
Curl Up	N/A	N/A	N/A	84.4	250	84.4
Push Up	N/A	N/A	N/A	76.4	250	76.4
Mile Run/PACER	N/A	N/A	N/A	62.0	250	62.0
All Tests - District	N/A	N/A	N/A	58.0	250	58.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	36	94.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80	85.0
Students with Disabilities	48	72.9
District	308	92.2
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	187	62.1
Male	96.4	172	56.6
Black or African American	*	*	*
Hispanic or Latino of any race	98.2	29	51.8
White	96.3	255	58.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.8	51	33.3
Students with Disabilities	75.3	12	13.5
District	96.4	359	59.3
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	77.3	96.0
Male	68.6	86.5
Black or African American	*	*
Hispanic or Latino of any race	73.5	*
White	68.1	91.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.4	91.4
Students with Disabilities	46.9	*
District	73.3	91.5
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	130.7	150	87.2	67.7
	High Needs Students	55.2	75	110.5	150	73.7	58.1
Math Performance Index	All Students	68.2	75	136.4	150	90.9	63.1
	High Needs Students	55.8	75	111.5	150	74.3	52.7
Science Performance Index	All Students	65.5	75	87.3	100	87.3	63.8
	High Needs Students	56.8	75	75.8	100	75.8	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.4%	<=5%	47.3	50	94.6	16.1%
Preparation for CCR	% Taking Courses	72.1%	75%	48.0	50	96.1	80.0%
	% Passing Exams	59.3%	75%	39.6	50	79.1	42.6%
On-track to High School Graduation		89.7%	94%	47.7	50	95.4	88.0%
4-year Graduation All Students (2018 Cohort)		92.2%	94%	98.1	100	98.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.8%	94%	93.4	100	93.4	83.3%
Postsecondary Entrance (Class of 2018)		73.3%	75%	97.8	100	97.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.7% 58.0%	75%	19.3	50	38.7	96.4% 52.9%
Arts Access		50.7%	60%	42.3	50	84.6	51.9%
Accountability Index				1235.7	1450	85.2	

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 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	69.9	55.2	14.7	15.4	
Math Performance Index Gap	73.8	55.8	18.1	17.6	
Science Performance Index Gap	69.4	56.8	12.6	16.1	
Graduation Rate Gap	94.0%	87.8%	6.2%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	95.9
Math	All Students	98.3
	High Needs Students	95.9
Science	All Students	97.3
	High Needs Students	93.9

³Minimum 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: 51.5

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Narratives

During the 2018-19 school year: Provided 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.

Provided an internal audit of Title IX compliance was conducted and approved by legal counsel.

Democratic discourse group hosted its second annual deliberation forum open to the community. Approximately 150 community members participated in the deliberation exercise around the question, "What is the future of school?". Added Girls' lacrosse as a varsity sport to provide balance with the boys' lacrosse team added in 2018.

Reviewed student discipline data 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 provided an opportunity for students from towns with different demographic characteristics to attend E.O. Smith.

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

Collapsed academic levels to promote more homogeneity in the classroom and advancement to rigorous academic levels. Continued to run the Girls to Girls (G2G)- is a group that connects EO girls with girls from 4 other districts, including racially diverse districts. Have a 90 member unified sports, physical education and theater programs that promote inclusion. The 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

EO Smith High School is the only school within our district. There is a small offsite EO Smith High School at the Depot Campus program that is a small Big Picture school with 21 students.