

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



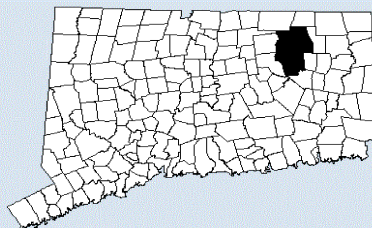
Regional School District 19

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

District Information

Grade Range	9-12
Number of Schools/Programs	4
Enrollment	1,204
Per Pupil Expenditures ¹	\$17,968
Total Expenditures ¹	\$22,155,129

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	625	51.9	48.4
Male	579	48.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	54	4.5	5.1
Black or African American	23	1.9	12.9
Hispanic or Latino	103	8.6	24.0
Pacific Islander	*	*	0.1
Two or More Races	21	1.7	2.9
White	997	82.8	54.8
English Learners	16	1.3	6.8
Eligible for Free or Reduced-Price Meals	262	21.8	35.9
Students with Disabilities ¹	180	15.0	14.3

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	39	6.2	8	1.3
Male	37	6.4	31	5.3
Black or African American	*	*	0	0.0
Hispanic or Latino	8	7.7	*	*
White	64	6.4	30	3.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	26	12.1	16	5.8
Students with Disabilities	18	9.8	16	8.5
District	76	6.3	39	3.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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	89.1
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	1.8
School Level	9.2
Library/Media	
Specialists (Certified)	0.0
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	57.5

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	3.6
Hispanic or Latino	2	1.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	124	98.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	9.6

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	18	58.1	17	77.3
White	102	40.0	224	86.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	43.1	34	69.4
Students with Disabilities	17	36.2	39	69.6
District	134	42.9	258	85.7
State		63.6		77.5

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	8	34.8
Emotional Disturbance	8	38.1
Intellectual Disability	0	0
Learning Disability	31	70.5
Other Health Impairment	18	45.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	75	47.8
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	23	2.4
Emotional Disturbance	21	2.2
Intellectual Disability	8	0.9
Learning Disability	44	4.7
Other Health Impairment	40	4.3
Other Disabilities	10	1.1
Speech/Language Impairment	11	1.2
All Disabilities	157	16.7

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	12,071,095	10,018 9,663
Instructional Supplies and Equipment	453,440	376 321
Improvement of Instruction and Educational Media Services	277,906	231 578
Student Support Services	1,314,295	1,091 1,103
Administration and Support Services	2,717,279	2,255 1,861
Plant Operation and Maintenance	1,881,434	1,561 1,637
Transportation	1,457,826	1,372 877
Costs of Students Tuitioned Out	1,133,808	N/A N/A
Other	848,046	704 201
Total	22,155,129	17,968 16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,206,163	1,831 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,622,694	31.5
Noncertified Personnel	285,088	5.5
Purchased Services	1,333,244	25.9
Tuition to Other Schools	1,054,348	20.5
Special Ed. Transportation	400,944	7.8
Other Expenditures	448,750	8.7
Total Expenditures	5,145,068	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	49.9	52.6
State	34.1	29.8
Federal	1.4	1.5
Tuition & Other	14.6	16.0

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 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	*	*
Asian	12	*	12	*	12	*
Black or African American	*	*	*	*	11	*
Hispanic or Latino	31	60.7	31	64.3	22	50.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	9	*	9	*	7	*
White	243	66.2	243	65.3	234	62.6
English Learners	6	*	6	*	8	*
Non-English Learners	293	66.2	293	66.1	280	62.3
Eligible for Free or Reduced-Price Meals	51	56.4	51	59.5	60	52.6
Not Eligible for Free or Reduced-Price Meals	248	68.2	248	67.6	228	64.0
Students with Disabilities	46	48.4	46	49.5	41	45.8
Students without Disabilities	253	69.4	253	69.2	247	64.3
High Needs	85	55.2	85	56.1	93	50.4
Non-High Needs	214	70.5	214	70.2	195	67.0
District	299	66.2	299	66.2	288	61.6

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	84.3	267	84.3
Curl Up	N/A	N/A	N/A	87.3	267	87.3
Push Up	N/A	N/A	N/A	76.0	267	76.0
Mile Run/PACER	N/A	N/A	N/A	65.9	267	65.9
All Tests - District	N/A	N/A	N/A	54.3	267	54.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	22	95.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64	87.5
Students with Disabilities	56	71.4
District	288	92.0
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.1	195	58.9
Male	95.4	159	56.4
Black or African American	*	*	*
Hispanic or Latino	96.2	26	49.1
White	96.1	299	58.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.0	39	39.0
Students with Disabilities	77.7	13	12.6
District	95.8	354	57.7
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.7	90.7
Male	67.2	86.3
Black or African American	*	*
Hispanic or Latino	56.5	*
White	73.4	87.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.6	73.1
Students with Disabilities	34.8	*
District	71.4	88.4
State	72.0	88.5

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	66.2	75	88.2	100	88.2	67.1
	High Needs Students	55.2	75	73.6	100	73.6	55.9
Math Performance Index	All Students	66.2	75	88.3	100	88.3	62.2
	High Needs Students	56.1	75	74.8	100	74.8	50.5
Science Performance	All Students	61.6	75	82.2	100	82.2	55.3
	High Needs Students	50.4	75	67.1	100	67.1	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.8	9.9%
	High Needs Students	10.3%	<=5%	39.4	50	78.9	15.8%
Preparation for CCR	% Taking Courses	63.9%	75%	42.6	50	85.3	70.7%
	% Passing Exams	57.7%	75%	38.5	50	77.0	43.5%
On-track to High School Graduation		89.9%	94%	47.8	50	95.7	87.8%
4-year Graduation All Students (2016 Cohort)		92.0%	94%	97.9	100	97.9	87.4%
6-year Graduation - High Needs Students (2014)		91.6%	94%	97.4	100	97.4	82.0%
Postsecondary Entrance (Class of 2016)		71.4%	75%	95.2	100	95.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.2% 54.3%	75%	36.2	50	72.4	92.0% 51.6%
Arts Access		46.3%	60%	38.6	50	77.2	50.5%
Accountability Index				1055.3	1250	84.4	

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	70.5	55.2	15.3	16.7	
Math Performance Index Gap	70.2	56.1	14.2	18.7	
Science Performance Index Gap	67.0	50.4	16.6	16.6	
Graduation Rate Gap	94.0%	91.6%	2.4%	12.0%	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	97.4
	High Needs Students	96.6
Math	All Students	97.4
	High Needs Students	96.6
Science	All Students	98.3
	High Needs Students	96.0

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: 50.2

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

PLearning pilot focused 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 substance use prevention.

Twitter and Facebook accounts to share information.

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 2017/2017 school year, the EOSPAG planned the following activities:.

Back to school night for parents of students with disabilities.

Transition to college event featuring representatives from various post-secondary . programs including local colleges and transition programs.
Understanding the IEP evening workshop for parents.

Jane Thierfeld-Brown presentation: College preparation for Students with Disabilities.

Guidance Department:.. Individual Meetings with all grade 9, 10 and 11 students and parents.Parent financial aid workshop.

Parent workshops for grade 9 Transition to high school, 11th college/career planning and SAT, 12- senior project.

Communication sent out twice a month on relevant topics.

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 whole school assembly modeled democratic discourse. This was a panel format with a moderator deliberated on the topics of racial and gender equality. • A series of workshops were offered to EOS students leading up to the deliberation assembly. Members of the community at-large made presentations to students on equality. . • 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.

- G2G- Group that connects EO girls with girls from 4 other districts, including racially diverse districts. • Very large unified sports, PE and theater programs. . • STARR (18-21 year old transition program) is on the UConn campus. . • Diversity of students attending from 6 towns .

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Equitable Allocation of Resources among District Schools

N/A- We only have one school.