

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



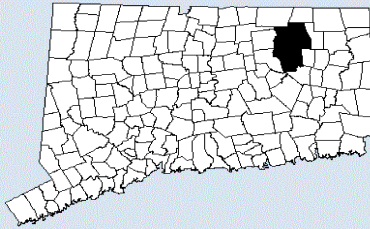
## Regional School District 19

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

### District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	1,102
Per Pupil Expenditures <sup>1</sup>	\$19,474
Total Expenditures <sup>1</sup>	\$22,706,479

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2019-20 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 <https://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, 2019 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	576	52.3	48.4
Male	526	47.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	49	4.4	5.2
Black or African American	12	1.1	12.7
Hispanic or Latino of any race	106	9.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	113	10.3	3.8
White	817	74.1	51.1
English Learners	8	0.7	8.3
Eligible for Free or Reduced-Price Meals	311	28.2	43.3
Students with Disabilities <sup>3</sup>	169	15.3	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	25	4.4	10	1.7
Male	30	5.7	17	3.1
Black or African American	0	*	*	*
Hispanic or Latino of any race	6	5.5	*	*
White	42	5.2	19	2.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	30	10.3	10	3.0
Students with Disabilities	18	10.5	12	6.6
District	55	5.0	27	2.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	88.1
Paraprofessional Instructional Assistants	5.0
<b>Special Education</b>	
Teachers and Instructors	14.2
Paraprofessional Instructional Assistants	25.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	9.8
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	56.0

<sup>1</sup> In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	2	1.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	122	98.4	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.2	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	11	*	32	88.9
White	108	56.8	182	83.9
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	37	48.7	67	77.0
Students with Disabilities	22	44.9	26	49.1
District	157	56.9	261	84.7
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	8	28.6
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	37	69.8
Other Health Impairment	20	60.6
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	76	51.7
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	3.2	2.0
Emotional Disturbance	8	0.9	1.1
Intellectual Disability	10	1.1	0.5
Learning Disability	53	6.0	5.7
Other Health Impairment	33	3.8	3.3
Other Disabilities	9	1.0	1.1
Speech/Language Impairment	6	0.7	1.8
<b>All Disabilities</b>	<b>147</b>	<b>16.7</b>	<b>15.6</b>

<sup>1</sup> This 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 District<sup>2</sup>

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

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$14,235,126	\$12,209	\$10,923
Support services - students	\$1,226,557	\$1,070	\$1,277
Support services - instruction	\$207,064	\$181	\$682
Support services - general administration	\$1,837,454	\$1,603	\$467
Support services - school based administration	\$717,669	\$626	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$1,915,410	\$1,671	\$1,718
Student transportation services	\$1,686,974	\$1,887	\$1,288
Food services	.	.	\$12
Enterprise operations	\$880,223	\$768	\$163
Minor school construction	.	.	\$59
<b>Total</b>	<b>\$22,706,479</b>	<b>\$19,474</b>	<b>\$17,629</b>

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,474,233	29.7	28.5
Instructional Aide Salaries	\$235,852	4.8	10.1
Other Salaries	\$284,235	5.7	11.1
Employee Benefits	\$388,734	7.8	13.0
Purchased Services Other Than Transportation	\$1,078,617	21.7	5.7
Special Education Tuition	\$1,048,313	21.1	22.5
Supplies	\$30,267	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$420,024	8.5	8.0
Equipment	.	.	0.2
All Other Expenditures	\$136	0.0	0.1
<b>Total</b>	<b>\$4,960,409</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		21.8	24.6

### Expenditures by Revenue Source<sup>4</sup>:

2018-19

	Percent of Total (%) Excluding School Construction
Local	56.2
State	27.6
Federal	1.4
Tuition & Other	14.8

<sup>4</sup> Revenue 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).

# District Profile and Performance Report for School Year 2019-20 Regional School District 19

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP 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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	23	91.3
English Learners	10	*
Eligible for Free or Reduced-Price Meals	84	88.1
Students with Disabilities	43	67.4
District	292	92.1
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	81.8	92.2
Male	66.9	89.4
Black or African American	*	*
Hispanic or Latino of any race	81.8	88.5
White	70.5	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52.4	84.2
Students with Disabilities	55.0	70.8
District	74.3	91.0
State	71.8	87.6

<sup>3</sup> College 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.

<sup>4</sup> College 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

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	5.0%	<=5%	12.2%
	High Needs Students	9.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	71.6%	75%	80.4%
On-track to High School Graduation		97.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		74.3%	75%	71.5%
Arts Access		54.8%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	86.7%	7.3%	10.9%	N

<sup>1</sup> If 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.

<sup>2</sup> If 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### Narratives

---

#### School District Improvement Plans and Parental Outreach Activities

During the 2019-20 school year Region 19: Hosted an 8th grade parent open house including an overview and tour of each academic and support service department.

Selected a new learning management system (Canvas) to replace PLearning. Canvas has a more robust array of communication and interactive features for students and parents.

Established a COVID-19 hotline on the health office web page to inform parents of safety protocols in place for the upcoming school year.

Use SMS, email, Twitter and Facebook to inform parents of activities and accomplishments happening at E.O. Smith.

Send email Daily Announcements to students and parents to inform and remind of activities, accomplishments and upcoming events.

Revised policies to align with new graduation state guidelines and to align with our Portrait of a Graduate initiatives.

Revised the weighted grading system to provide more equity for special education students.

Revised national honor society by-laws to be more inclusive of students with special needs.

Included parents as representatives on the school re-entry committee which met throughout the spring and summer.

Assembled a homework technical working group to research and coordinate expectations in the areas of academic relevance and quantity of assigned homework.

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 2018/2019 school year, the EOSPAG planned the following activities: Back to school night for parents of students with disabilities .Helping students with ADHD at home and at school workshop with Dr. Gary Stoner.

Understanding the IEP evening workshop for parents.

Additionally, the district secured funding for and added a police officer position to serve during the school day and at extracurricular events and incorporated safety measures to secure the exterior of the building and restrict access.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2019-20 school year: Implemented of a PSAT for grade 9, and 10 students to ensure equal access to the SAT preparation assessment.

Collapsed academic levels in science (IPS) and math (alg. 1) to promote integration in learning and increased access to higher level math courses.

Created a board of education sub-committee: Equity, Justice and Inclusion to revise curriculum to be more culturally responsive and inclusive, revise hiring practices to diversify the staff, audit practices and policies to promote participation and advancement of marginalized students.

Planned for a fall community deliberation forum on race and identity to collect ways to address racial issues in our school community.

Established a working relationship with consultants to provide professional development training on implicit bias and providing a culturally responsive curriculum.

Established a contract with the Connecticut Center for School Change to provide training and oversight on promoting equity in curricular and co-curricular areas of the school environment.

Established a parent advisory group to communicate initiatives to address racial issues in our school community.

# District Profile and Performance Report for School Year 2019-20

## Regional School District 19

### **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.

**Note:** The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.