

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



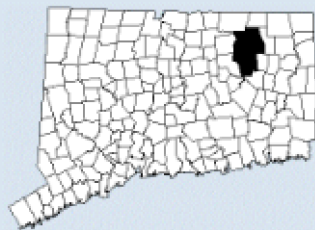
Regional School District 19

Sharon Cournoyer, Superintendent • 860-487-1862 • <http://www.eosmith.org/>

District Information

Grade Range	9-12
Number of Schools/Programs	3
Enrollment	1,061
Per Pupil Expenditures	\$22,736
Total Expenditures	\$25,237,108

Expenditure data reflect the 2023-24 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>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	576	54.3	48.4
Male	478	45.1	51.5
Non-Binary	7	0.7	0.1
American Indian or Alaska Native	*	*	0.2
Asian	73	6.9	5.2
Black or African American	36	3.4	12.4
Hispanic or Latino of any race	152	14.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	774	73.0	45.1
English Learners/Multilingual Learners	19	1.8	11.3
Eligible for Free or Reduced-Price Meals	316	29.8	44.8
Students with Disabilities	206	19.4	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	79	14.0	16	2.7
Male	*	*	49	10.1
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	29	19.0	16	10.1
White	107	14.2	42	5.4
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	90	30.7	33	9.8
Students with Disabilities	65	33.0	31	14.2
All Students - District	157	15.1	65	6.0
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 63
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	82.3
General Education Paraprofessionals	3.4
Special Education Teachers and Instructors	13.8
Special Education Paraprofessionals	21.0
District Central Office Administrators	1.0
School Level Administrators	10.2
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	63.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	2.4	1.4
Black or African American	2	1.6	4.9
Hispanic or Latino of any race	4	3.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	114	92.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	9	7.3	6.8
Teachers	8	7.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	9	*	*	*
Hispanic or Latino of any race	28	71.8	38	90.5
White	108	65.9	210	92.5
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	43	63.2	72	86.7
Students with Disabilities	27	64.3	63	88.7
All Students - District	169	70.4	285	92.8
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	13	50.0
Emotional Disability	13	65.0
Intellectual Disability	*	*
Learning Disability	34	66.7
Other Health Impairment	45	80.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	111	61.0
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	26	3.0	2.9
Emotional Disability	20	2.3	1.1
Intellectual Disability	*	*	0.6
Learning Disability	51	6.0	6.5
Other Health Impairment	56	6.6	3.6
Other Disabilities	14	1.6	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	182	21.3	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	7.1	8.2
Private Schools or Other Settings	9	4.9	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$15,178,265	\$13,674	\$13,471
Support services - students	\$1,576,595	\$1,465	\$1,826
Support services - instruction	\$204,493	\$190	\$972
Support services - general administration	\$464,204	\$431	\$568
Support services - school based administration	\$1,470,962	\$1,367	\$1,274
Central and other support services	\$907,542	\$843	\$761
Operation and maintenance of plant	\$2,180,962	\$2,027	\$2,125
Student transportation services	\$2,193,817	\$2,753	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,060,268	\$985	\$219
Total	\$25,237,108	\$22,736	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,515,914	26.9	26.4
Instructional Aide Salaries	\$28,470	0.5	10.1
Other Salaries	\$507,906	9.0	10.5
Employee Benefits	\$393,999	7.0	13.3
Purchased Services Other Than Transportation	\$943,382	16.8	6.8
Special Education Tuition	\$1,392,368	24.7	22.8
Supplies	\$31,319	0.6	0.6
Property Services	\$71,409	1.3	0.4
Purchased Services For Transportation	\$733,465	13.0	8.7
Equipment	\$7,048	0.1	0.2
All Other Expenditures	\$4,505	0.1	0.1
Total	\$5,629,785	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	58.2
State	26.2
Federal	3.6
Tuition & Other	12.0

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	21	70.6	21	74.7	21	71.0
Black or African American	11	*	11	*	11	*
Hispanic or Latino of any race	38	54.5	38	48.6	34	54.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	161	66.4	161	58.6	159	65.7
English Learners/Multilingual Learners	6	*	6	*	*	*
Non-English Learners/Non-Multilingual Learners	229	64.9	229	58.1	*	*
Eligible for Free or Reduced-Price Meals	71	56.5	71	51.2	61	56.1
Not Eligible for Free or Reduced-Price Meals	164	67.8	164	60.7	168	66.3
Students with Disabilities	39	48.6	39	39.1	38	41.4
Students without Disabilities	196	67.5	196	61.6	191	68.0
High Needs	98	56.2	98	49.7	89	53.7
Non-High Needs	137	70.2	137	63.6	140	69.9
All Students - District	235	64.4	235	57.8	229	63.6

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	81.1	217	81.1
Curl Up	N/A	N/A	N/A	91.3	208	91.3
Push Up	N/A	N/A	N/A	80.2	207	80.2
Mile Run/PACER	N/A	N/A	N/A	72.2	209	72.2
All Tests - District	N/A	N/A	N/A	56.1	198	56.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	13	*
Hispanic or Latino of any race	34	94.1
White	209	93.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	98	89.8
Students with Disabilities	48	75.0
All Students - District	271	93.7
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	233	77.9
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	48	59.3
White	277	70.8
English Learners/ Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	76	50.3
Students with Disabilities	29	25.7
All Students - District	381	69.7
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	81.8	93.9
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	76.5	*
White	74.6	92.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	58.8	87.0
Students with Disabilities	48.8	*
All Students - District	75.4	92.9
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.4	75	128.8	150	85.8	64.7
ELA Performance Index	High Needs Students	56.2	75	112.4	150	75.0	54.9
Math Performance Index	All Students	57.8	75	115.7	150	77.1	61.1
Math Performance Index	High Needs Students	49.7	75	99.5	150	66.3	50.6
Science Performance Index	All Students	63.6	75	84.8	100	84.8	62.6
Science Performance Index	High Needs Students	53.7	75	71.6	100	71.6	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	15.1%	<=5%	29.8	50	59.6	17.2%
Chronic Absenteeism	High Needs Students	28.8%	<=5%	2.4	50	4.7	24.8%
% Taking CCR Courses	All Students	83.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	69.7%	75%	46.4	50	92.9	47.2%
On-track to High School Graduation	All Students	89.2%	94%	47.4	50	94.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.7%	94%	99.7	100	99.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.7%	94%	92.3	100	92.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	75.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	56.1%	75%	18.7	50	37.4	49.0%
Arts Access	All Students	55.6%	60%	46.3	50	92.6	55.1%
Accountability Index				1145.7	1450	79.0	

Physical Fitness Estimated Participation Rate - District: 79.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	70.2	56.2	14.0	16.9	N
Math Performance Index Gap	63.6	49.7	13.9	18.4	N
Science Performance Index Gap	69.9	53.7	16.2	18.2	N
Graduation Rate Gap	94.0%	86.7%	7.3%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.3
ELA	High Needs Students	97.1
Math	All Students	98.3
Math	High Needs Students	97.1
Science	All Students	96.3
Science	High Needs Students	94.8

Minimum 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: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 24-25 school year Region 19-E.O. Smith High School engaged in the following activities to meet the needs of students, staff, and families:

The district maintains a goal and theory of action established in the 2020-2021 school year. The school improvement plan action steps are updated annually and refined to acknowledge goals accomplished and to expand action steps. Professional development programming is aligned with the District School Improvement Plan, NEASC priority areas of growth and specific needs as identified in the pursuit of our goals.

We are committed to our equity goals to address discrepancies in participation, performance and lived experiences for traditionally marginalized student demographic groups. To this end, we have student, parent and faculty groups that have an equity and racial justice focus that work toward reducing differences seen in data by student demographic category.

The fully implemented Tier II school-wide intervention programs to support students with academic and social-emotional needs has shown great success. Subject specific study halls are in classrooms and proctored by certified staff every period to provide opportunity for support on classwork, reassessment, and content specific questions. The Student Center is centrally located in the LMC and serves as the hub for tier II intervention with students scheduled for targeted support. In addition to faculty support, over 100 peer tutors are assigned to support students seeking help in almost every subject area.

The E.O. Smith Principal, in collaboration with the Home, School, Family, Liaison implemented a chronic absenteeism prevention and intervention program focused on identifying at risk students based on their attendance. The program includes family outreach, intake assessments to determine the root cause of absenteeism, and a structured plan including school-based interventions.

Our professional learning program addresses staff needs to include a cohort of teachers working with a consultant from Boston College on belonging. The goal is to expand use of the strategies to the classroom. We continue to provide resources and training for the development of student-centered instructional strategies that support our equity priorities.

The school administration and Policy Committee of the Board of Education engaged the full staff in professional learning to inform a revised grading and reporting policy planned for the 2025-26 school year. The district also continued to explore and provide training on instructional practices that support equity of access to learning for all students and provide opportunities for students to learn from and with each other.

Efforts to communicate the newly adopted grading and reporting policy passed in spring of 2025 included parent meetings with the principal and superintendent to clarify and discuss the information sent via emails in July.

E.O. Smith High School Special Education Department have been focused on the goal of creating conditions for all students to gain independence in their learning through scaffolded strategies. This includes a detailed plan for preparing all identified students to lead their own PPT meetings. Case managers work with students to understand their own IEP goals and objectives and to articulate their progress and areas of continued focus for growth.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2024-2025 school year, E.O. Smith made significant progress in developing and implementing programs and projects designed to reduce racial, ethnic and economic isolation. This included:

The addition of a second cohort of the Racial Justice Academy training. This is a train-the-trainer model designed to build capacity among staff to prepare for discussions about race and racial incidents.

We continued implementation of our theory of action that focuses on monitoring the participation, performance and experiences of all students by demographic group (race, gender, IEP/504, SES, town). We also continue to use the Region 19 Equity Protocol to ensure all decisions do not advance and/or harm a particular demographic group of students.

E.O. Smith has worked collaboratively with our Families for Racial Justice Committee for several years. This year a more defined bridge between our staff-based Racial Justice Academy, our Board of Education's subcommittee on Equity, Diversity, and Justice and the Parents for Racial Justice Committee has been more firmly established. The intersection of goals focuses on equitable access to learning for every student in Region 19. The commitment to use data on participation, performance, and experience of our students to guide programmatic decisions is ongoing.

Students from the superintendents Advisory Committee and student in the Black Student Union attended workshops to enhance their understanding of equity and brought their learning to the full staff and student body through the E.O. Smith Teach-In in the Spring of 2025. Students presented a variety of topics including microaggressions.

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Equitable Allocation of Resources among District Schools

Not applicable to Region 19

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	2	25.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	12.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	3	37.5	23.7
Teach/Admin in Other CT Dist	2	25.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.