

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 19**

BRUCE W. SILVA, Superintendent
Telephone: (860) 487-1862

Location: 1235 Storrs Road
Storrs,
Connecticut

This regional school district serves Ashford, Mansfield, Willington

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham, Tolland	Per Capita Income in 2000: \$20,897
Town Population in 2000: 30,777	Percent of Adults without a High School Diploma in 2000*: 7.1%
1990-2000 Population Growth: -0.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: 96.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 1,184
5-Year Enrollment Change -4.6%

DISTRICT GRADE RANGE

Grade Range 9-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	78	6.6	4.7	28.7
K-12 Students Who Are Not Fluent in English	10	0.8	0.6	5.4
Students Identified as Gifted and/or Talented*	287	24.2	3.8	4.0
PK-12 Students Receiving Special Education Services in District	180	15.2	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	59	13.0	21.6	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.9
Asian American	50	4.2
Black	36	3.0
Hispanic	46	3.9
White	1,041	87.9
Total Minority	143	12.1

Percent of Minority Professional Staff: 1.6%

Non-English Home Language: 3.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Edwin O. Smith High School continues its involvement in programs that expand our interactions with students from varying backgrounds. Students and staff participated in the following programs:

E.O. Smith is in the process of forming a relationship with University High School in Hartford, Connecticut.

Proposed events may include co-learning projects, school visits and community forums.

We are currently involved in four international exchange programs with schools in Central America and Europe.

The exchange programs provide our students, and those from our sister schools, with a variety of opportunities to visit with each other, practice their language skills, develop an understanding of different cultural practices and celebrate our differences. This year, we are participating in exchanges with students from France and Spain.

Smith has continued to maintain a very active Youth Forum organization that attends gatherings in high schools across the state. The purpose of the organization is to meet and discuss serious local and global issues affecting youth today. Our Peer Natural Helper program has a weekend retreat that involves team building training centered on becoming peer leaders. A new school organization, Ending Genocide Around the World has been formed to support nations in the midst of civil war and unrest. EGAW has supported people of such nations around the world with humanitarian assistance. E.O. Smith students and staff have also joined a cause to support a non-profit organization for clean water in Haiti called Roots of Development. Fundraising events were held this past summer and will continue through the school year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	59.1	45.5	61.5
Writing Across the Disciplines	74.2	57.9	68.5
Mathematics	71.4	50.1	73.1
Science	73.8	46.3	88.5

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	36.5	36.1	43.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		64.7	77.6	
Average Score	Mathematics	560	504	90.0
	Critical Reading	549	502	87.7
	Writing	542	503	84.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	96.1	92.6	48.5
Cumulative Four-Year Dropout Rate for Class of 2007	4.2	6.2	37.6
2006-07 Annual Dropout Rate for Grade 9 through 12	2.2	1.7	17.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	72.2	83.4
% Employed (Civilian Employment and in Armed Services)	12.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	89.90
Paraprofessional Instructional Assistants	4.60
Special Education	
Teachers and Instructors	13.40
Paraprofessional Instructional Assistants	23.00
Library/Media Specialists and Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	6.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	9.80
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	36.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.2	14.3	13.6
% with Master's Degree or Above	74.1	75.5	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	16.8	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1,049	1,021	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	2.6	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	DRG	State
Instructional Staff and Services	\$9,014	\$7,505	\$7,517	\$6,737	\$7,159
Instructional Supplies and Equipment	\$704	\$586	\$337	\$287	\$266
Improvement of Instruction and Educational Media Services	\$361	\$301	\$380	\$395	\$429
Student Support Services	\$1,071	\$892	\$674	\$713	\$761
Administration and Support Services	\$1,832	\$1,525	\$1,722	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,337	\$1,114	\$1,521	\$1,295	\$1,322
Transportation	\$1,070	\$920	\$728	\$605	\$601
Costs for Students Tuitioned Out	\$668	N/A	N/A	N/A	N/A
Other	\$629	\$524	\$310	\$130	\$145
Total	\$16,687	\$13,711	\$13,655	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,623	\$2,184	\$2,722	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,139,629
Percent of Total PK-12 Expenditures Used for Special Education	18.8%

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	56.3	39.1	1.3	3.2
Excluding School Construction	60.4	34.3	1.6	3.7

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

We are a one school district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	180
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	7	0.6	0.8	0.7
Learning Disability	58	5.1	4.1	4.0
Intellectual Disability	13	1.1	0.4	0.5
Emotional Disturbance	37	3.3	0.7	1.0
Speech Impairment	15	1.3	2.2	2.4
Other Health Impairment*	42	3.7	1.9	2.1
Other Disabilities**	8	0.7	0.6	0.9
Total	180	15.9	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	89.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.7	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	30.8	11.4	59.1	45.5
	Writing Across the Disciplines	40.0	16.3	74.2	57.9
	Mathematics	42.3	14.7	71.4	50.1
	Science	44.4	14.4	73.8	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	17.6
	% With Accommodations	82.4
% Assessed Using Skills Checklist		2.9

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	9	5.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	115	63.9	71.7	71.6
40.1 to 79.0 Percent of Time	57	31.7	21.8	16.6
0.0 to 40.0 Percent of Time	8	4.4	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district developed a comprehensive plan to better address the disciplinary needs of all students to reduce the number of out-of-school suspensions. The plan includes extensive professional development training for selected staff, new early intervention strategies for students and the use of data to more closely monitor student performance. Specific programs include Positive After School Support (PASS) and Credit Recovery Program (CRP). In addition, staff will receive training on differentiated instruction and behavioral modification strategies.

In collaboration with the University of Connecticut, the high school began focusing on improving the school climate. The district adopted the Positive Behavioral Interventions and Supports (PBIS) Model in an effort to create a safe, supportive and affirming educational environment. During the year, all members of our school community met to identify our high school's five core values. They are 'Respect,' 'Responsibility,' 'Integrity,' 'Achievement' and 'Community.' Students and staff worked diligently to begin integrating the core values into daily practices at the high school. We are in the third year of a multi-year process.

The district administered the PSAT to all 11th graders in an effort to encourage students to better prepare for post-secondary opportunities. An advisory program was planned to deliver a detailed curriculum in a small class format to all 9th and 10 graders. The 11th and 12th grade students will be participating in seminar discussions of relevant topics specific to their age groups. Through this program, we aim to establish more connections with peers and adults while discussing important life topics in a school environment
