

STRATEGIC SCHOOL PROFILE 2008-09**Regional School District 19**

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Location: 1235 Storrs Road
Storrs,
Connecticut

Website: www.eosmith.org/

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: 96.5%

*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, 2008 1,172
5-Year Enrollment Change -5.6%

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	97	8.3	5.5	30.3
K-12 Students Who Are Not Fluent in English	11	0.9	0.6	5.2
Students Identified as Gifted and/or Talented*	291	24.8	4.0	4.0
PK-12 Students Receiving Special Education Services in District	185	15.8	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	55	13.4	16.9	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.6
Asian American	58	4.9
Black	29	2.5
Hispanic	43	3.7
White	1,035	88.3
Total Minority	137	11.7

Percent of Minority Professional Staff: 1.6%

Non-English Home Language: 3.8% 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 19.

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:

We are currently involved in four international exchange programs with schools in Central America and Europe. The exchange programs provide our students, and those of 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. 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. In addition, E.O. students and staff raised \$1,800.00 in support of building the very first school in the village of Ariang in South Sudan.

Our Peer Natural Helper and Student Congress programs include over 100 students. Both groups have a weekend retreat that involves team building training centered on becoming peer leaders and model our five core values of respect, responsibility, integrity, achievement and community

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	59.0	47.4	61.4
Writing Across the Disciplines	66.1	55.0	58.8
Mathematics	67.7	47.8	73.3
Science	58.1	42.8	67.9

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
	47.9	36.2	78.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.8	74.5	
Average Score	Mathematics	561	507	88.4
	Critical Reading	550	503	89.1
	Writing	547	506	86.8

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 2008	89.7	92.1	21.4
Cumulative Four-Year Dropout Rate for Class of 2008	9.8	6.6	14.6
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	45.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.9	84.1
% Employed (Civilian Employment and in Armed Services)	9.2	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	90.60
Paraprofessional Instructional Assistants	4.60
Special Education	
Teachers and Instructors	13.40
Paraprofessional Instructional Assistants	23.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	7.00
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	15.6	14.4	13.6
% with Master's Degree or Above	75.0	77.3	76.1

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	17.3	18.9	19.3

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	1,050	1,011	1,007

*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	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$9,598	\$8,107	\$7,913	\$7,069	\$7,522
Instructional Supplies and Equipment	\$532	\$450	\$320	\$282	\$271
Improvement of Instruction and Educational Media Services	\$346	\$292	\$386	\$415	\$446
Student Support Services	\$1,106	\$934	\$720	\$769	\$806
Administration and Support Services	\$2,092	\$1,767	\$1,828	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,458	\$1,231	\$1,517	\$1,357	\$1,377
Transportation	\$1,132	\$998	\$788	\$638	\$644
Costs for Students Tuitioned Out	\$669	N/A	N/A	N/A	N/A
Other	\$730	\$616	\$331	\$141	\$151
Total	\$17,663	\$14,768	\$14,310	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,761	\$4,021	\$2,027	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,550,199	20.1	19.7	20.5

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	51.5	43.9	1.4	3.2
Excluding School Construction	58.9	35.2	1.8	4.1

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.

N/A

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	190
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.8%

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	0.9	0.8
Learning Disability	74	6.6	4.1	3.9
Intellectual Disability	14	1.2	0.4	0.5
Emotional Disturbance	25	2.2	0.7	1.0
Speech Impairment	20	1.8	2.2	2.3
Other Health Impairment*	40	3.5	1.9	2.1
Other Disabilities**	10	0.9	0.6	0.9
Total	190	16.8	10.8	11.6

*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 2007-08 with a Standard Diploma	80.6	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	10.7	14.1	59.0	47.4
	Writing Across the Disciplines	8.1	13.6	66.1	55.0
	Mathematics	9.4	15.4	67.7	47.8
	Science	5.4	10.6	58.1	42.8

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	11.9
	% With Accommodations	88.1
% Assessed Using Skills Checklist		2.4

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	1	0.5
Private Schools or Other Settings	12	6.3

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	110	57.9	74.3	72.7
40.1 to 79.0 Percent of Time	61	32.1	19.1	16.1
0.0 to 40.0 Percent of Time	19	10.0	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district continues to expand its intervention programs to assist students who require academic and behavioral intervention. A new writing center is open and uses a peer editing model in enhancing the writing skills for identified students. The writing center is the third area of academic support for students (math tutorial and reading center). Other programs contributing to the school wide support system include Positive After School Support (PASS) and Credit Recovery Program (CRP).

E.O. Smith celebrated its 50th anniversary in 2009. Marking the celebration were a series of fundraising activities that supported the E.O. Smith High School Foundation, which provides over \$10,000 in scholarships in support of teaching and learning activities and programs. As part of the year-long celebration, academic and athletic halls of fame were established each inducting 5 members in the inaugural classes.

The advisory program was increased to include grades 9-11. The 12th grade students will be participating in seminar discussions of relevant topics specific to their age group. Through this program, we aim to establish more connections with peers and adults while discussing important life topics in a school environment.

The E.O. Smith transition program provides an informative and welcoming introduction to E.O. Smith for incoming 9th graders and their families. This year a parent component was added which included phone call introductions from existing parents, a panel discussion of current students and an open house program specifically designed to assimilate incoming parents. From start to finish, the transition program spans an entire year and includes several notifications and events.
