

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 19**

BRUCE W. SILVA, Superintendent

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Storrs,
ConnecticutWebsite: 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

Town Population in 2000: 30,777

1990-2000 Population Growth: -0.2%

Number of Public Schools: 1

Per Capita Income in 2000: \$20,897

Percent of Adults without a High School Diploma in 2000*: 7.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

District Enrollment as % of Estimated. Student Population: 97.1%

*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, 2011 1,226

5-Year Enrollment Change 2.1%

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	159	13.0	8.2	35.2
K-12 Students Who Are Not Fluent in English	17	1.4	0.7	5.6
Students Identified as Gifted and/or Talented*	197	16.1	4.5	4.0
PK-12 Students Receiving Special Education Services in District	182	14.8	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	40	10.4	13.4	13.0

*18.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	68	5.5
Black	26	2.1
Hispanic	55	4.5
Pacific Islander	2	0.2
White	1,067	87.0
Two or more races	5	0.4
Total Minority	159	13.0

Percent of Minority Professional Staff: 3.1%

Non-English Home Language:

4.6% 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 18.

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. E.O. Smith has foreign exchange programs that 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. Students and staff continue to support non-profit organizations and the high school has an active CT Youth Forum group. In an effort to increase participation in the SAT for students at all levels, we are offering in-school sessions for seniors and juniors. This is part of a College Board program offered to EO Smith that provides students with a free on-line tutorial in addition to administering the SAT during school. This initiative supports our overall goal of increasing participation in formal post-secondary education programs. The initiative to de-track core content area courses continues this year with the collapse of an academic level in 9th grade science courses. This initiative is the result of an analysis conducted three years ago of students who traditionally take the lowest academic level courses and their demographic characteristics and performance in these courses. Results from English and social studies courses that have already collapsed the third academic level show students perform at a higher level and have equal access to other rigorous courses in the overall curriculum

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	48.9	47.5	42.9	
Writing Across the Disciplines	77.1	63.0	63.4	
Mathematics	59.0	49.2	58.6	
Science	62.2	47.1	69.4	

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
	62.8	50.6	82.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.1	77.3	
Average Score	Mathematics	584	505	94.7
	Critical Reading	574	502	96.2
	Writing	571	506	93.9

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, Adjusted Cohort Rate 2011	82.7	82.7	27.8
2010-11 Annual Dropout Rate for Grade 9 through 12	0.8	2.6	60.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.7	84.5
% Employed (Civilian Employment and in Armed Services)	8.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	93.40
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	13.40
Paraprofessional Instructional Assistants	31.00
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	6.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	9.80
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	33.50

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	15.0	14.6	13.9
% with Master's Degree or Above	72.1	82.0	79.6

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	16.4	18.6	19.6

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	1,050	1,022	1,024

*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	2.2	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$10,580	\$8,898	\$8,576	\$7,839	\$8,469
Instructional Supplies and Equipment	\$257	\$216	\$272	\$244	\$271
Improvement of Instruction and Educational Media Services	\$300	\$253	\$416	\$393	\$482
Student Support Services	\$1,174	\$988	\$835	\$940	\$901
Administration and Support Services	\$2,121	\$1,784	\$1,911	\$1,430	\$1,490
Plant Operation and Maintenance	\$1,501	\$1,262	\$1,623	\$1,407	\$1,463
Transportation	\$1,372	\$1,093	\$803	\$707	\$724
Costs for Students Tuitioned Out	\$1,497	N/A	N/A	N/A	N/A
Other	\$709	\$596	\$358	\$183	\$165
Total	\$19,511	\$15,927	\$15,444	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,417	\$2,032	\$1,717	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,400,136	22.6	21.2	21.7

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	57.4	34.5	2.5	5.7
Excluding School Construction	61.4	29.4	2.8	6.4

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	177
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.5%

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	9	0.8	1.2	1.2
Learning Disability	63	5.5	3.9	3.9
Intellectual Disability	12	1.1	0.4	0.4
Emotional Disturbance	24	2.1	0.7	1.0
Speech Impairment	10	0.9	1.8	2.1
Other Health Impairment*	51	4.5	2.2	2.2
Other Disabilities**	8	0.7	0.7	1.0
Total	177	15.5	10.9	11.7

*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 2010-11 with a Standard Diploma	56.8	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.1	5.1

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	9.1	14.5	48.9	47.5
	Writing Across the Disciplines	26.3	18.2	77.1	63.0
	Mathematics	9.4	15.4	59.0	49.2
	Science	17.9	13.6	62.2	47.1

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	19.6
	% With Accommodations	80.4
% Assessed Using Skills Checklist		8.7

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	3	1.7
Private Schools or Other Settings	15	8.5

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	116	65.5	75.0	72.1
40.1 to 79.0 Percent of Time	36	20.3	17.9	16.3
0.0 to 40.0 Percent of Time	25	14.1	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Professional Learning Communities (PLC) have been established for all certified staff. Each PLC meets weekly to design learning activities and assessments. The Common Core State Standards (CCSS) are also being infused into the curriculum during these meetings and for the 6 ½ professional development days allocated for staff each year. The PLC structure is the result of the 2010 NEASC visit that resulted in the recommendation to incorporate collaboration time for staff into the school day. Ad hoc committees designed to review our existing teacher evaluation plan and student attendance policy have been created. Each committee is charged with a review of the existing policy and provide a list of recommended changes. Recommendations will be discussed at the faculty level. The board of education will be provided with an overview of the recommendations and approve any changes. The Parent Teacher organization will change its meeting and format for this school year. As a result of low parental participation, this change will include 4 informational presentations followed by a question and answer session. Topics for these forums include 1.) an overview of the 2012-15 school improvement plan, a presentation on implementing a Bring Your Own Device policy 3.) a college financial planning preparation session 4.) an evening for student project demonstrations.
