

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

Smith School
West Hartford School District

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Location: 64 Saint James Street
 West Hartford,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Intradistrict Magnet

School Grade Range: PK- 5

Instructional Focus: Science, Math, Technology

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 380

5-Year Enrollment Change: 0.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	145	38.2	14.5	33.1
K-12 Students Who Are Not Fluent in English	87	23.8	10.2	7.3
Students with Disabilities	25	6.6	11.2	10.8
Students Identified as Gifted and/or Talented	14	3.7	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	50	78.1	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	259	85.8	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.3	19.7	18.1
Grade 2	17.5	20.7	19.3
Grade 5	21.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts	423	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills	18	18
Mathematics	202	199
Music	36	33
Physical Education	54	40
Science*	91	97
Social Studies*	61	92
Technology Education	0	1
World Languages	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.5% of elementary and middle schools that serve Grade K start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	23.8	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.0	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.3	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	37.6	33.6	27.7
# of Print Periodical Subscriptions	29	22	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	29.50
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	1.60
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.50

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.9	11.4	13.2
% with Master's Degree or Above	82.4	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	5.7	6.3	8.7
% Assigned to Same School the Previous Year	73.5	68.2	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At the Florence E. Smith School of Science, Math and Technology, we are committed to parent engagement, communication, and support. We had over 100 parent volunteers provide direct assistance to the school. Many parents supported the media center during the book fairs, the art room during the art shows, the music department during concerts, or in the classrooms during special curriculum events.

Our school held many evening events for parents and families. The "Science, Math and Technology Night" was well attended and focused on joint activities for parents and students that included exploration and inquiry. In addition, "Eat Right, Get Fit and Read Night" was a great evening with a focus on students. Together with their families, students were able to demonstrate their prowess in academics or special areas. The very popular "Smith World of Foods Night" is an evening where parents share foods and activities representing their cultures with others in the Smith School community. Our Family Resource Center (FRC) provided us with a Parent Liaison this year. We were able to increase our communication with the Spanish speaking families in the school by translating our bi-monthly newsletter into Spanish as a result of this position. There were two Café Latina evenings for parents to discuss school programs and community activities. Parents Empowering People (PEP) was also established in Spanish to provide another voice for families. We were able to provide regular communications with parents who just dropped in to discuss matters.

Ninety-eight percent of our families were involved in each of the two parent conferences this year. Teachers were vigilant about ensuring that conference times were convenient for all parents. Eighty-four members of the Smith School community took advantage of our first Family Field Trip to the Peabody Museum in New Haven. Through the regular use of homeroom parents, important school information is disseminated. Many teachers send weekly communications home which include classroom activities and upcoming events. Our school's website is updated regularly and provides current information to families regarding the activities and events occurring in the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	82	21.6
Black	55	14.5
Hispanic	123	32.4
White	120	31.6
Total Minority	260	68.4

Percent of Minority Professional Staff: 9.8%

Non-English Home Language: 39.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 23.

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.

Florence E. Smith School of Science, Math and Technology opened in 1995 as one of West Hartford's first magnet schools. There are 380 children enrolled in our school - pre-k through grade 5. Approximately 80% of our children reside in our neighborhood attendance zone and 20% are magnet students drawn from other parts of town. The focus of our magnet school is science, math and technology. Many students attend our school because their parents want them to be educated in a supportive, diverse, integrated and challenging setting. Families are committed to our school and supportive of this progressive school concept. We have taken extensive efforts to provide all students with equal opportunities to experience science and utilize technology. With high-speed internet access available in all classrooms, our media center lab, our wireless mobile lab, combined with an ever-growing variety of peripheral hardware, students have regular opportunities to purposefully integrate their use of technology across all curricular areas. In addition, all students engage in rich learning experiences in our state-of-the-art science lab. Opportunities exist for all to share in the cultural diversity of our community through curriculum-based celebrations, community-sponsored cultural performances, assemblies, and school-wide events. Our 5th grade students participated in and were trained in an Esteem Program that is in connection with students from Canton High School. Our students study the cultures of Mexico, Africa, Japan, and the Caribbean during their first four years of school. Beginning in kindergarten, students study Spanish through our WLES program.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	46.3	40.9	33.8	77.0
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	41.1	65.1	52.0	34.2
Writing	73.2	76.0	63.4	66.0
Mathematics	62.5	71.9	60.0	51.4
Grade 4 Reading	49.1	70.7	55.9	40.1
Writing	66.7	71.0	62.9	53.8
Mathematics	68.4	71.7	60.3	63.4
Grade 5 Reading	56.5	71.6	62.2	38.5
Writing	53.2	75.2	64.5	33.5
Mathematics	70.3	78.6	65.9	57.4
Science	50.0	62.5	54.9	44.7
Grade 6 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

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.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.8	97.3	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Florence E. Smith School of Science, Math and Technology placed reading as a high priority for the year. Our goal was to increase student performance as measured by internal as well as external measures. We developed a school-wide CMT action plan that was designed, monitored, and reviewed - at least monthly, to assist us to remain focused on the academic goals of the school.

A parent presentation on CMT performance and expectations occurred during the year to provide parents with necessary information regarding the CMT's, as well as giving parents an opportunity to "take" part of the CMT. Small group instruction was provided to students by our reading specialist and tutor. Building level professional development focused on differentiation and implementation of best practices in reading. Teacher teams met regularly to review student progress and to discuss ways to improve achievement.

Our Student Assistance Team met weekly to discuss students who have been referred (either by teachers, parents, or other personnel). A plan was developed to review each of the students' progress towards the goal.

We have several ELL students at our school. Many of our staff members have attended workshops to improve their ability to work with this population in our school.

New SmartBoards have been installed in each classroom and in most instructional spaces. Professional development was provided to assist the staff in the use of this technology as well as best practices in the field.

Through the consistent use of Second Step and Morning Meeting, many areas of the safe school environment goal were addressed. The new assistant principal has been instrumental in establishing a Character and Behavior Committee that oversees personal responsibility and is able to address those matters proactively in the classroom.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

SUPPLEMENTAL SCHOOL INFORMATION

Our students and staff were been very active this year and participated in a myriad of events:

- Hartford Courant NIE Stock Market Awards - 2nd and 3rd place winners.
 - State Robotics League.
 - 20 Smith students participated in the district's Inter-El program.
 - School-wide Field Day.
 - Earth Unity Day.
 - Participated in a nationally recognized, Trout in the Classroom Program.
 - Instituted a school-wide behavior system that has successfully reduced disciplinary infractions.
 - Record family attendance at school and PTO sponsored events.
 - Sponsored the first ever Smith Family Field Trip to Peabody Museum.
 - Sponsored parent workshop series on Math (make it and take it) for kindergarten families.
 - Developed H.E.A.R.T Program, a parent mentoring/tutoring program for students at Smith School.
 - After school programs for students: Book Club, Yoga, Design, Healthy Eating, Basketball, and Dance.
 - Participated in the Children's Stage Adventure Week, culminating in a musical production.
 - School-wide implementation of the Second-Step Program.
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