

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Smith School****West Hartford School District**

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Location: 64 Saint James Street  
 West Hartford,  
 Connecticut

Website: [www.whps.org/school/smith/index.htm](http://www.whps.org/school/smith/index.htm)

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet School  
 School Grade Range: PK - 5  
 Instructional Focus: Science. Math and Technology

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 368  
 5-Year Enrollment Change: -2.6%

**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	149	40.5	15.9	36.7
K-12 Students Who Are Not Fluent in English	88	24.9	9.5	7.4
Students with Disabilities	20	5.4	10.4	10.9
Students Identified as Gifted and/or Talented	24	6.5	5.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	34	70.8	89.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	276	90.5	93.7	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	983	992

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	16.0	19.8	18.5
Grade 2	19.7	20.3	19.7
Grade 5	20.3	21.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	18
English Language Arts	420	422
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	18	19
Mathematics	201	199
Music	36	33
Physical Education	54	41
Science	90	97
Social Studies	60	88
Technology Education	0	2
World Languages	36	14

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.2% 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	24.6	9.5	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.0	75.7	80.9

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.2	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	98.6	89.9
# of Print Volumes Per Student*	45.5	35.7	28.9
# of Print Periodical Subscriptions	27	22	12

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	29.30
Paraprofessional Instructional Assistants	10.50
Special Education: Teachers and Instructors	1.50
Paraprofessional Instructional Assistants	2.40
Library/Media Specialists and/or Assistants	1.00
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	1.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.40

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.1	12.0	13.6
% with Master's Degree or Above	82.4	80.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	4.3	7.1	8.2
% Assigned to Same School the Previous Year	85.3	82.8	86.9

**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 as a school community are committed to parent engagement, communication, and support. Ninety-eight percent of our parents attended each of the two parent conferences this year. Classroom teachers are committed to communicating with families at regular intervals. This is accomplished by face-to-face conversations, e-mail and by providing weekly newsletters describing classroom activities and upcoming events in class and at school. In addition, we have a new hosted website that has provided families with the ability to translate all materials into a variety of languages. Parents have been actively involved in the development of our school improvement plan. Parents supported the media center during the book fairs, the art room during the art shows, the music department during concerts, in the classrooms during special curriculum events and provided needed assistance for the very popular Field and Earth Days. Continuing to recognize the gift of our volunteer parents, we continued our H.E.A.R.T. Program. Parents were trained by the curriculum specialist to provide support in selected classrooms. Our school hosted a variety of workshops for parents in both English and in Spanish. Topics included: Early literacy and math workshops, Internet Safety involving the West Hartford Police, Successful Communication with Your Child, and Preparation for the CMTs. In addition, we hosted an average of two parent drop-in coffee hours a month. Our school held many evening events for parents and families. The "Science, Math and Technology Night" is very popular and focused on joint activities for parents and students that included exploration and inquiry. Together with their families, students were able to demonstrate their prowess in academics or special areas. The "Smith World of Foods Night" is an evening where parents share foods and share in cultural activities representing different cultures represented within the Smith School community. We have maintained our parent liaison this year. As a result of this position, we have increased our ability to communicate more with Spanish speaking families by translating our bi-weekly newsletter and other communications as well interpreting at the many parent workshops provided by the school. Our parent liaison has also assisted our school social worker with families requiring this service.

**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	71	19.3
Black	69	18.8
Hispanic	125	34.0
White	103	28.0
Total Minority	265	72.0

**Percent of Minority Professional Staff:** 7.1%

**Non-English Home Language :**

43.1% 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 22.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

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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. As the name implies, 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 two wireless mobile labs, 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.

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**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	67.1	65.6	50.3	82.0
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	54.5	70.9	57.0	47.4
Writing	61.4	71.4	58.3	56.3
Mathematics	73.2	75.4	62.4	66.5
Grade 4 Reading	50.0	68.6	59.9	35.6
Writing	60.6	74.7	63.6	43.3
Mathematics	61.2	77.6	67.0	37.9
Grade 5 Reading	52.7	76.0	61.8	37.1
Writing	63.2	80.2	68.2	39.1
Mathematics	58.6	85.4	72.4	26.4
Science	50.8	70.7	59.4	37.9
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.0	97.8	96.5

**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 2008-09 school year, 5 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	6	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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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 Improvement Plan that focused on the students of our underserved populations. Teachers were involved in the development of this plan. It was designed, monitored, and reviewed regularly in order to maintain our focus. Each classroom teacher focused on two students who were below proficiency and remained committed to their achievement for the year. The school improvement plan was cooperatively developed and shared with parents, and workshops designed to improve their understanding and to increase their abilities to work with their children at home were provided. The school's principal, classroom teacher and math specialist from our school were involved in the district's review of math. Our math specialist, along with math tutor, provided small group instruction as well as co-taught whole class activities. Our state recognized reading specialist along with tutors, assisted in reading by providing support to teachers and direct services to students. Building and district level professional development focused on Effective Teaching Strategies and the implementation of best practices in reading. Reading and math experts Nancy Boyles and Mari Muri were in-district consultants and provided professional development in reading comprehension and math strategies. Grade level teams met regularly in seminar to review student progress and to discuss ways to improve achievement. Student Success Teams, using the SRBI model, met regularly to discuss students who had been referred (either by teachers, parents, or other personnel). A comprehensive plan was developed to review each student's progress towards the established goals. Over 25% our students were eligible to receive ESOL services in our school. A few of those students also qualified for services from special education. Our 3-5 teachers and resource staff attended two full days of training in the use of SIOP strategies that have been proven to be very successful with our students, bringing comprehensive training to all members of our teaching community. Additionally all eligible ELL students were invited to attend our district's ESOL summer school program as well as all other students below proficiency were invited to our Summer Connections, a Title I summer program.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Our students and staff were very active this year and participated in a myriad of events:• Hartford Courant NIE Stock Market Awards – Our 5th grade team was the 1st place winner. • State Robotics League. • 20 Smith students participated in the district's Inter-El program. • School-wide Field Day and Earth Unity Day. • Participated in a nationally recognized Trout in the Classroom Program. • Continued our school-wide behavior system that has successfully reduced disciplinary infractions. • Record family attendance at school and PTO sponsored events. • Implemented nine projects as a result of the funding for teachers' grants from the Foundation for the West Hartford Public Schools. • Sponsored multiple parent workshops in reading and math. • Hosted additional parent and child workshops in math, using a "student teaching parent" model. • Continued the implementation of H.E.A.R.T Program, a parent mentoring/tutoring program for students at Smith School. • Implemented a very successful extended day program that was science based. • Continued extended experiences for students after school that included: book club, yoga, design, healthy eating, basketball, dance, art and crafts. • Participated in the Children's Stage Adventure Week, culminating in a musical theater production. • School-wide implementation of the Second-Step Program.

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