

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Smith School**West Hartford School District**

DELORES BOLTON, Principal
 CLARE KENNEDY, Asst. Principal
 Telephone: (860) 236-3317

Location: 64 Saint James Street
 West Hartford,
 Connecticut

Website: 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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 361
 5-Year Enrollment Change: -4.5%

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	155	42.9	17.0	38.3
K-12 Students Who Are Not Fluent in English	80	23.1	8.4	7.7
Students with Disabilities	18	5.0	9.8	10.8
Students Identified as Gifted and/or Talented	18	5.0	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	41	82.0	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	270	90.9	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	16.7	19.4	18.4
Grade 2	18.3	20.4	19.9
Grade 5	17.8	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	416	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	90	95
Social Studies	60	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	22.8	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	84.0	81.3

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	2.0	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	47.1	37.7	29.5
# of Print Periodical Subscriptions	24	20	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

Full-Time Equivalent Count of School Staff		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.	
General Education:	Teachers and Instructors		27.40
	Paraprofessional Instructional Assistants		10.10
Special Education:	Teachers and Instructors		1.70
	Paraprofessional Instructional Assistants		2.00
Library/Media Specialists and/or 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			1.60
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		8.30	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.1	12.0	13.7
% with Master's Degree or Above	87.5	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.6	7.3	8.7
% Assigned to Same School the Previous Year	90.6	88.1	83.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homepages.

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 with 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 reading and early intervention specialists to provide support to selected students within 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. The Family Resource Center was used by parents to establish weekly drop-in coffee hours for parents. 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	66	18.3
Black	51	14.1
Hispanic	130	36.0
Pacific Islander	0	0.0
White	94	26.0
Two or more races	20	5.5
Total Minority	267	74.0

Percent of Minority Professional Staff: 7.7%

Non-English Home Language :

42.4% 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 20.

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. 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. In addition, beginning in third grade, students study Spanish one hour per week. In addition, our students have been enriched by various cultural experiences provided by the district's Cultural Council and Smith School PTO.

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	57.4	68.1	50.9	63.7
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	57.1	71.5	58.4	44.8
Writing	71.9	74.0	61.1	68.3
Mathematics	72.9	76.4	63.0	65.1
Grade 4 Reading	60.3	77.7	62.5	46.2
Writing	66.7	77.8	65.5	49.9
Mathematics	69.4	81.4	67.0	51.4
Grade 5 Reading	49.2	73.5	61.4	35.0
Writing	69.7	80.5	66.8	54.2
Mathematics	69.2	83.3	72.5	43.2
Science	53.7	68.2	59.9	42.5
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	98.6	97.6	94.8

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 2009-10 school year, 19 students were responsible for these incidents. These students represent 4.4% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	0
Theft	1	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	11
Total	16	11

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 Development Plan that focused on the students of our underserved populations. Our school specialists, administration as well as classroom 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 the implementation of our SRBI process and on the implementation of a specific reading program and/or strategies. A School Improvement Council including administrators, teachers, parents and community representatives was instituted to maintain focus and buy-in from all stakeholders. The school development plan was cooperatively developed and shared with parents and staff through multiple processes. The PTO meetings were used for parents and professional development (CSI) sessions for staff members were the main avenues for sharing and updating our constituents. We used a multi-disciplinary team approach to regularly review the data gathered from internal assessments. We used “in-school” specialists and tutors in math and reading to provide Level 2 and 3 tiered reading and math supports for students in need. We established a school-wide support team that met weekly that consisted of reading support providers, teachers of special education, ESOL, speech and language and any other specialists working with students below proficiency in order to provide a well articulated program for these students and to meet their academic needs. All classroom teachers used AIMSweb, a universal screenings, to monitor students’ development three times a year. These results were carefully monitored to assure that no student fell through the cracks. 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. All of our teachers have been trained in the use and of SIOP strategies in the classroom. They have implemented these strategies successfully throughout the year.

SUPPLEMENTAL SCHOOL INFORMATION

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, including the following: Hartford Courant NIE Stock Market Awards – Our 5th grade team was the 1st place winner; the State Robotics League; school-wide Field Day; Earth Unity Day. 20 Smith students participated in the district’s Inter-El program. Students also participated in a nationally recognized Trout in the Classroom Program. We continued our school-wide behavior system that has successfully reduced disciplinary infractions. We had record family attendance at school and PTO sponsored events. We implemented nine projects as a result of the funding for teachers’ grants from the Foundation for the West Hartford Public Schools. We sponsored multiple parent workshops in reading and in math. We hosted additional parent and child workshops in math, using a “student teaching parent” model. We continued the implementation of H.E.A.R.T Program, a parent mentoring/tutoring program for students at Smith School. We implemented a very successful extended day program that was science based. We continued extended experiences for students after school that included: book club, yoga, design, healthy eating, basketball, dance, art and crafts. Students participated in the Children’s Stage Adventure Week, culminating in a musical theater production. We implemented the Second-Step Program school-wide as well as the Kindness Club, which is designed to be proactive against mean acts and acts of bullying.

Smith School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This school is identified as In Need of Improvement; Year Improvement = 2

Based on 2011 Connecticut Mastery Test (CMT)

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The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Mathematics																			
Whole School	194	99.5	99.7	99.8	Yes	186	99.5	99.7	99.8	Yes	92.9	5.1	98.0	Yes	73.8	8.2	82.0	No	
American Indian or Alaska Native	0					0													
Asian	45	97.8	98.9	99.3	Yes	40	97.5	98.9	99.3	Yes									
Black or African American	27					26													
Hispanic/Latino	68	100.0	100.0	100.0	Yes	66	100.0	100.0	100.0	Yes	90.8	8.7	99.5	Yes	61.5	14.4	75.9	No	
White	44	100.0	100.0	100.0	Yes	44	100.0	100.0	100.0	Yes	100.0	2.5	100.0	Yes	88.6	11.6	100.0	Yes	
Native Hawaiian or Other Pacific Islander	0					0													
More than one race	10					10													
English Language Learners	39					31													
Students with Disabilities	10					10													
Economically Disadvantaged	81	100.0	100.0	100.0	Yes	75	100.0	100.0	100.0	Yes	89.3	8.7	98.0	Yes	58.7	13.6	72.3	No	
Additional Academic Indicator: Writing (70% At or Above Basic)																			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

