

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Smith School**West Hartford School District**

JUAN MELIAN, 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, 2011: 337
 5-Year Enrollment Change: -12.5%

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	149	44.2	17.8	39.4
K-12 Students Who Are Not Fluent in English	73	22.7	8.0	7.8
Students with Disabilities	16	4.7	9.2	10.9
Students Identified as Gifted and/or Talented	10	3.0	4.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	73.8	89.7	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	291	100.0	99.0	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	993

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.0	20.1	18.5
Grade 2	14.7	19.9	19.7
Grade 5	21.7	22.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	32
Computer Education	0	21
English Language Arts	418	430
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	200
Music	36	34
Physical Education	54	43
Science	90	97
Social Studies	60	87
Technology Education	0	3
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% 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	22.4	7.9	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	85.0	78.8

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	1.9	2.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.2	94.2
# of Print Volumes Per Student*	48.4	38.1	29.7
# of Print Periodical Subscriptions	17	17	11

*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	28.00	
Paraprofessional Instructional Assistants	10.10	
Special Education: Teachers and Instructors	3.70	
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	1.70	
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	12.8	12.0	13.7
% with Master's Degree or Above	85.7	84.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.6	7.3	8.7
% Assigned to Same School the Previous Year	74.3	85.0	85.0

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 STEM School we continue to be committed to parent engagement, communication, and support. Close to 100% of our parents attended each of the two parent conferences this year. Classroom teachers communicate with families at regular intervals. This is accomplished by face to face conversations, email and by providing weekly newsletters describing classroom activities and upcoming events in class and at school. We also work closely with our PTO through the Smith Digest, an email blast produced by parents that include updates on everything happening at school. Our school also issues biweekly newsletters. Last year, we developed our new school website that includes a section for parents in which teachers regularly update "what we are learning" at school. This website has provided families with the ability to translate all materials into a variety of languages. Also all major communications with our community is done in both English and Spanish and, when possible, in Nepali, our third language in the school. Parents are also involved in the development of our school development plan through their participation in the School Development Council. 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 Field Day. Other initiatives included DadsForever, a workshop dedicated to increase fathers' participation in school life, Lotsa Pasta Night in which faculty and families get together for dinner at school, Let's Read Together in which ESOL parents come to school to read to their children, Star Gazing Nights in which faculty and parents explore the skies with telescopes, and The Smith World of Foods Night, an evening where parents share foods and share in cultural activities representing different cultures represented within the Smith School community. Our school continues to host workshops and information sessions for parents in different settings, including PTO meetings, Breakfast with the Principal, Evenings with the Principal and our weekly series at the Family Resource Center in which professionals from our school such as reading specialist, custodians, curriculum specialist, school psychologist, social worker, etc meet with parents to describe their work and address parents questions.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	66	19.6
Black	37	11.0
Hispanic	129	38.3
Pacific Islander	0	0.0
White	89	26.4
Two or more races	16	4.7
Total Minority	248	73.6

Percent of Minority Professional Staff: 7.1%

Non-English Home Language :

48.0% 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.

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.

Last year our school was renamed Florence E. Smith STEM School as part of the efforts to reinvigorate our theme as one of West Hartford's intradistrict magnet schools. The school adopted a new mission statement that reflects our commitment to provide all students the necessary tools to compete as global citizens using the integrated study of science, technology, engineering and math. Approximately 75% of our children reside in our neighborhood attendance zone and 25% are magnet students drawn from other parts of town. We have continued our efforts to provide all students with equal opportunities to experience science and utilize technology. Working with the district's administration, Smith is on its way to provide wireless capability throughout the building. This adds to the existing high-speed internet access available in all classrooms, our media center lab, our two wireless mobile labs, and Smith TV which offers the opportunity of live broadcast in all classrooms. Our Science Lab has been updated through the acquisition of iPads that will be used by all students during their weekly work in the lab. Our technology efforts extended to the primary grades where kindergarten teachers are piloting the use of tablets as a way to integrate technology in the curriculum. Our students continue to receive opportunities for interaction with peers from different backgrounds through curriculum-based celebrations, community-sponsored cultural performances, assemblies, and school-wide events. Smith students have been active participants in events such as the First Lego Robotic League, the Stock Market Game, the Festival of the Trees, Be the Media community television, Camp Jewel, Inter-elementary performance at the Bushnell, Kid Lit Quiz, etc. Last year Smith school received a grant to incorporate video-conferencing capability which will connect our students with a variety of adults and peers of different professional and ethnic backgrounds from virtually anywhere in the world.

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	66.7	66.6	50.9	80.3
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	56.0	72.0	59.2	42.8
Writing	66.0	76.4	62.7	54.1
Mathematics	63.5	76.3	66.5	41.2
Grade 4 Reading	66.7	78.4	64.1	51.1
Writing	76.6	78.6	65.3	66.7
Mathematics	82.5	80.3	68.0	74.0
Grade 5 Reading	61.5	80.6	67.6	40.8
Writing	68.7	81.1	68.1	48.1
Mathematics	68.3	82.5	71.6	43.8
Science	65.7	74.4	63.9	51.1
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.com.

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	97.6	95.5	95.9

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.

Truancy

During the 2010-11 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, 2010-11		
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	0	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 STEM School placed reading and reinvigoration of its magnet theme as high priorities 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 both goals. We have continued the implementation of our new reading anthology and the monitoring of our students through the SRBI process. All classroom teachers used AIMSweb, a universal screening, and the DRA2 to monitor students' reading development three times a year. We have created a structure for teacher collaboration in the areas of instruction, data collection, and implementation of interventions to meet individual needs. Our staff received training on engineering curriculum from the Boston Science Museum. Also, half of our faculty started training on inquiry-based teaching and learning at the Connecticut Science Center. These professional development efforts will continue in the next three to four years. Parents have been involved in the reinvigoration of our school as a STEM school and have been active participants by providing input, financial support, and participating in team visits to other STEM schools in the area. Last year a School Development Council including administrators, teachers, parents and community representatives was instituted to receive input in the School Development Plan process which follows the continuous improvement approach. The PTO meetings continued to be used for parents and professional development (CSI) sessions for staff members as the main avenues for sharing and updating our constituents. We continued to use "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. To serve our ESOL students, over 25% of our student population, all of our teachers have continued to use SIOP strategies 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 participated in a myriad of events:• Hartford Courant NIE Stock Market Awards State Robotics League. • Smith students participated in the district's Inter-El program. • School-wide Field Day. • Continued our school-wide behavior system that has successfully reduced disciplinary infractions. • Record family attendance at school and PTO sponsored events. • Implemented several projects as a result of the funding for teachers' grants from the Foundation of West Hartford • Piloted the use of videoconferencing funded by the Foundation for the West Harford Public Schools. This has allowed the creation of different partnerships including NASA. • Sponsored multiple parent workshops in reading and in math • Continuation of after-school homework center. • Continuation of after-school SAIL grant for extended services for our students. • Continuation of Success Maker, math program to provide support to students before school. • Implemented a very successful extended day program that was science based. • School-wide implementation of the Second-Step Program. • Continuation of school-wide Kindness Club to be proactive against means acts and acts of bullying.
