

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Smith School**West Hartford School District**

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Location: 64 St. James St.
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 Tech. Engineering & Math

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 362
5-Year Enrollment Change: -4.7%

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	163	45.0	18.0	41.3
K-12 Students Who Are Not Fluent in English	53	15.1	7.5	8.1
Students with Disabilities	28	7.7	9.4	11.2
Students Identified as Gifted and/or Talented	16	4.4	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	41	68.3	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	273	94.1	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	20.0	19.6	18.9
Grade 2	19.3	19.3	19.8
Grade 5	21.3	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	418	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	90	99
Social Studies	60	90
Technology Education	0	3
World Languages	36	15

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	15.1	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	92.9	87.1	79.2

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	2.2	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	44.3	37.3	29.7
# of Print Periodical Subscriptions	18	17	10

*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	28.20	
Paraprofessional Instructional Assistants	10.60	
Special Education: Teachers and Instructors	2.70	
Paraprofessional Instructional Assistants	2.00	
Library/Media Specialists and/or Assistants	2.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00	
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	13.8	13.0	13.7
% with Master's Degree or Above	88.2	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.5	8.2	9.1
% Assigned to Same School the Previous Year	91.2	84.4	84.3

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 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. We also 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	68	18.8
Black	32	8.8
Hispanic	137	37.8
Pacific Islander	0	0.0
White	109	30.1
Two or more races	16	4.4
Total Minority	253	69.9

Percent of Minority Professional Staff: 7.3%

Non-English Home Language :

47.4% 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 25.

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.

Our school started implementation of new STEM programs as part of the efforts to reinvigorate our theme as one of West Hartford’s magnet schools. Approximately 75% of our children reside in our neighborhood attendance zone and 25% are magnet students drawn from other parts of town. The projection is that about 30% of our students will be magnet students next fall. We have expanded enrichment opportunities for all students through the introduction of engineering units in all grade levels. Every student at Smith has worked on at least one engineering unit following an inquiry-based approach to teaching and learning. Working with the district’s administration, Smith has now wireless capability throughout the building. Our Science Lab has been updated through the acquisition of iPads that are used by all students during their weekly work in the lab. The use of state-of-the-art technology has expanded through the acquisition of iPads for our ESOL and Pre-kindergarten classrooms and new laptops for all 5th graders.. This allows us 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. All our students have had the opportunity to connect and work with scientists, presenters and peers from other parts of the world using our videoconference equipment. Also, our school has significantly expanded after-school enrichment opportunities with the creation of the STEM PM program that has offered STEM-related courses to more than 130 students in the afternoon. 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, etc.

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	70.3	70.7	52.0	83.1
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	63.8	71.7	56.9	59.0
Writing	68.1	75.8	60.0	62.2
Mathematics	58.3	73.1	61.4	41.5
Grade 4 Reading	62.3	75.4	62.6	47.6
Writing	50.0	73.9	63.0	29.9
Mathematics	60.0	73.0	65.1	41.0
Grade 5 Reading	63.5	79.4	66.9	44.4
Writing	75.0	81.0	65.6	66.1
Mathematics	72.3	81.2	69.2	52.5
Science	73.8	76.3	62.3	66.9
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.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	98.1	97.6	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 2011-12 school year, 5 students were responsible for these incidents. These students represent 1.4% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
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	4	1

* 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. We developed a School Development Plan that focused on both goals. We have started the implementation of the Common Core Standards and have continued the implementation of a new reading anthology and the monitoring of our students through the SRBI process. All classroom teachers use 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, our faculty has started a 4-year-plan to train on inquiry-based teaching and learning at the Connecticut Science Center. These professional development efforts will continue in the next two to three 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. Our School Development Council includes administrators, teachers, parents and community representatives. It was instituted to inform the School Development Plan which follows the continuous improvement approach. We have also instituted the Safe School Climate Committee which includes parents and staff. This committee monitors behavior trends in our school, analyzes bullying claims, and offers suggestions to improve the overall climate in the building. The PTO meetings continues to be used for parents and professional development (CSI) sessions for staff members as the main avenues for sharing and updating our constituents. We continue 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. •Continue 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 of West Harford. 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. •Implemented a very successful extended day program that was science based. •School-wide implementation of the Second-Step Program.
