

**STRATEGIC SCHOOL PROFILE 2006-07**

Elementary School K-6 Edition

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

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 385

5-Year Enrollment Change: 2.9%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: PK- 5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	33.2	13.9	27.7
	2002-03	27.9	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	37.0	17.6	13.5
	2001-02	27.0	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	84.9	90.2	87.7
	2001-02	81.5	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	77.8	85.0	79.3
	2001-02	52.5	85.7	75.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	76	20.5	9.9	6.9
Compensatory Education	119	30.9	13.1	23.6
Full or Extended Day Kindergarten	54	N/A	N/A	N/A
Gifted and Talented Program	15	3.9	3.8	1.8
Special Education	26	6.8	11.3	10.8
Prekindergarten	15	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	76	19.7
Black	65	16.9
Hispanic	107	27.8
White	137	35.6

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	64.4%
<b>Total Minority 2001-02</b>	57.0%

### 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.

The Florence E. Smith School opened in 1995 as one of West Hartford's first magnet schools. There are 380 children are enrolled in our school for grades pre-K through 5. Approximately eighty percent of our students reside in our neighborhood attendance zone and one-fifth 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 their children 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, and 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 students study the cultures of Mexico, Africa, Japan, and the Caribbean during their first four years in school. Beginning in third grade, students study Spanish through our WLES program.

### SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	2.6	4.0	3.6
% of Computers that are High or Moderate Power	100.0	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### LIBRARY MATERIALS

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

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	36.2	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	10.8	12.2	12.2
# of Print Periodical Subscriptions	29	20.0	15.1
# of Non-Print Materials	696	275.9	406.8

\*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.

### STAFFING RESOURCES



Average Class Size		School	District	State
Gr. K	2006-07	18.0	19.6	18.2
	2001-02	20.3	20.3	18.3
Gr. 2	2006-07	19.0	20.2	19.5
	2001-02	18.7	19.6	19.6
Gr. 5	2006-07	21.3	22.1	21.2
	2001-02	22.7	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	31.7	29.7
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.6	1.6
Other Professionals	1.8	3.0
# of Non-Certified Instructional	11.0	11.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	7.3	7.5	9.8
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	11.7	12.2	14.0
% with Master's Degree or Above	80.5	80.6	81.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	17	N/A
English Language Arts	425	421	427	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills	18	18	18	No
Mathematics	203	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	91	79	97	Yes
Social Studies*	61	74	92	Yes
Technology Education	0	0	1	N/A
World Languages	36	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 3 in this school. In Connecticut, 13.3% of K-6 schools have started world language instruction at this grade or earlier.

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% of Students Retained in Grade after 2005-06 School Year	0.0	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	6.8	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	80.5	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative was submitted by this school.

At the Smith School of Science Math and Technology, we are committed to parent engagement, communication and support. The executive board and principal have an annual plan that includes activities for student development. The plan for the year included a kindergarten registration process that provided parents with information and activities for parents' use in preparation for school with a focus on early literacy. All students received a complimentary book on a common topic.

Our school held math and science family nights. Each was filled with joint activities for parents and students that included exploration and inquiry. We have an active webpage that keeps parents informed of activities and programs in the school as well as links to other helpful sites for parents. There is an additional section that has a focus on student work. Student contributors have written stories about current events. The PTO sponsored a World of Foods from the many countries represented in our school.

A variety of additional supports and communications are offered to our families. Our Family Resource Center (FRC) provides parenting classes as well as other parent support programs. Our four-day-a-week social worker is involved with parents who need additional personal and community assistance. Our school hosts two of the district run ESL classes. Smith Spotlight, a bi-weekly school newsletter is sent home twice a month. Many teachers and grade level teams send home weekly reports to communicate specifically with the parents of students.

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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	50.8	67.5	52.3	1.6	92.6
Writing	64.4	72.6	60.8	0.0	93.9
Mathematics	68.3	71.5	59.4	0.0	96.0
Grade 4 Reading	53.2	65.9	57.0	0.0	95.2
Writing	67.7	76.9	65.1	0.0	96.8
Mathematics	64.5	73.1	62.3	0.0	100.0
Grade 5 Reading	56.5	75.9	61.4	2.6	98.7
Writing	61.3	77.8	64.6	2.3	98.5
Mathematics	64.5	78.8	66.0	4.5	95.8
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A

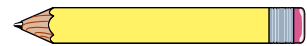


These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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 K-6	State K-6
% on October 1, 2006	98.7	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	51.6	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The Smith School placed reading as a high priority for the year. Our goal was to increase the reading performance of all children and will develop systems to support children in reading comprehension and fluency. We included all staff in assisting in reaching this school wide goal. Our school's Curriculum Cabinet met monthly and focused on literacy development. Guided reading instruction was provided in the classrooms based on instructional needs. Itinerant services in ESOL and reading support were in collaboration.

The regular use of the Student Assistance Team (SAT), a pre-referral process, has helped us identify possible interferences and problems with individual students early on. Specific parents have been involved in SAT's to assist in the development of their child.

The Smith School continues to be ranked well when its CMT scores are compared statewide to schools with a similar socioeconomic and demographic profile. As a result of our school's efforts, school has met safe harbor for our 2007-07 Annual Yearly Progress (AYP). The performance of our students on district assessments has also improved. Most students finished the year having made at least a full year's growth in reading, writing and math based on district assessments. This information includes all students in our school. Students receiving special education services in the school have been fully included in all classes. Appropriate services and resources have been identified and provided to assist in the success of these students. Both ESOL and bi-lingual (TPR) programs are provided for our students learning English for the first time. As a result of the strength of our program along with student motivation and parent support, our ELL students and the economically disadvantaged assisted our school in making safe harbor this year.

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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.

Smith School was nationally recognized as a Blue Ribbon School of Excellence in May 2001. Since our opening in 1995, we have built a strong sense of community among students, parents and staff. We share a common belief that everyone is born with the capacity to succeed and that all students can learn. We have high expectations for the academic, social, emotional, and physical development of all students and recognize that the way students learn is just as significant as what they learn. Our emphasis on character development is concurrent with our emphasis on academics. Through direct instruction in social skills and problem-solving strategies, we teach students to behave in an ethical and humane fashion, fostering positive self-images, caring relationships, and a focus on service to others and the community. Additionally, we believe it is important that our children gain an appreciation of the arts and have opportunities to develop their unique talents and abilities. Thus, we encourage and support our students' involvement in school and district performing groups, as well as various enrichment cluster groups that allow the exploration of a wide range of topics. To satisfy the goals of our magnet program, we deliver a curriculum that is rich with integrated experiences in science, math and technology, and that is rigorous and relevant to students' daily lives. In September 2004, as part of our ongoing effort to address the achievement gap, we added a district-run preschool classroom for four-year-old children in our neighborhood. The preschool curriculum is aligned with the CT Preschool Frameworks. Parents pay tuition for their children to attend the preschool based upon their income. Our preschool is an accredited NAEYC program.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see [www.whps.org/school/smith/index.htm](http://www.whps.org/school/smith/index.htm)



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