

**STRATEGIC SCHOOL PROFILE 2002-03**

Elementary School K-6 Edition

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

NATALIE SIMPSON, Principal  
 School Type: Intradistrict Magnet

Telephone: 860-236-3317

---

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

---

**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total January Enrollment            380  
 5-Year Oct. Enrollment Change    -6.8%

**FACILITIES, 2001-02**

# of Permanent General Classrooms    24  
 # of Portable Classrooms                0  
 Year of Original Construction         1955

---

**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2002-03	27.9	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	31.6	15.5	13.4
	1998-99	18.7	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	82.4	88.7	86.7
	1997-98	79.4	85.2	84.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	71.0	85.3	75.9
	1997-98	65.6	73.5	70.4

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	51	13.4	7.0	5.4
Compensatory Education	100	26.2	13.2	25.1
Full or Extended Day Kindergarten	61	N/A	N/A	N/A
Gifted and Talented Program	18	4.7	3.5	2.3
Special Education	23	6.0	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	48	12.6
Black	70	18.4
Hispanic	103	27.1
White	158	41.6
Other	0	0.0

**Total Minority 2002-03** 58.4%

**Total Minority 1997-98** 40.3%



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

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

The Florence E. Smith School opened in 1995 as one of West Hartford's first magnet schools. Located in a lower socioeconomic area of the town, approximately 385 children attend our school. Approximately two thirds of our students reside in our neighborhood attendance zone and one-third are magnet students drawn from other parts the town. The focus of our magnet school is science, math, and technology. Students attend our school because their parents want their children to be educated in a 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 utilize technology in and out of school. Using the high-speed Internet access available in all classrooms and in our media center lab, our students communicate with other students around the world. For example, grade four students use the GLOBE program to share weather data with students and scientists around the world. We place donated, used computers in students' homes and loan AlphaSmart keyboards to students for homework completion.

Opportunities exist for all to share in the cultural diversity of our community through curriculum-based celebrations, community-sponsored cultural performances, monthly assemblies, and school wide events.

Our students study the cultures of Mexico, Africa, Japan, and the Caribbean during their first four years in school. Once they enter fourth grade, they begin the study of Spanish through our WLES program. PTO sponsored activities such as our World of Food potluck dinner celebrate and enhance the diversity within our community. In addition, we work closely with our Family Resource Center (FRC) to draw families into the life of our school. The FRC offers parenting classes, weekly preschool playgroups, after school classes, student leadership opportunities, and a summer preschool program. The latter is part of an inter-district partnership with Martin Luther King School in Hartford.

Diversity, excellence, caring, collaboration, and cooperation are attributes that make our school strong. The foundation of our school day rests on the principles of the Responsive Classroom Model. Students take on leadership roles through our student council, classroom governments, and peer mediation program. In the spirit of community support, students at each grade initiate projects to raise money or offer service to various organizations within our community throughout the year. Support programs such as Puppet Friends and social skills groups, provide team building and social skills training to students in all grades. Cross- grade initiatives, such as reading buddies, foster strong connections between and among our students.

Support for our magnet school is strong and interest in our school is great. We struggle with having only a limited number of vacancies each year to fill with students from outside our neighborhood. We continue to maintain a waiting list of students interested in joining our school and seek ways to increase space availability and bring a better balance of magnet students into our school.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	984	984	986

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

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	100.0	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	3.2	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

This school does not have a functional satellite link.

### LIBRARY MATERIALS

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

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	32.3	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	20.3	12.6	16.1
# of Print Periodical Subscriptions	34	24.9	17.3
# of Non-Print Materials	464	255.4	421.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2002-03	20.7	19.2	18.3
	1997-98	21.3	19.6	19.0
Grade 2	2002-03	20.7	19.3	19.5
	1997-98	21.3	18.9	20.5
Grade 5	2002-03	21.3	21.0	21.6
	1997-98	23.7	22.4	21.6

<b>School Staff Count Full-Time Equivalent</b>	<b>2002-03</b>	<b>2001-02</b>
# of Certified Staff		
Teachers	29.5	28.6
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.6	1.6
Other Professionals	2.1	3.1
# of Non-Certified Instructional	8.0	8.0

<b>Professional Staff Race/Ethnicity</b>	<b>2002-03</b>	<b>2001-02</b>	<b>1997-98</b>
% Minority	9.8	9.8	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	10.4	11.1	12.9
% with Master's Degree or Above	87.8	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	48.8	35.2	26.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	17	N/A
English Language Arts*	418	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	203	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	91	79	96	No
Social Studies*	61	73	96	No
Technology Education	0	0	1	N/A
World Languages	36	41	11	No

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	No	Yes
After School Program	No	Yes
Summer School (2002)	No	Yes
Other	No	No



### Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2001-02 School Year	0.3	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	4.9	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	85.4	89.2	83.5


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2002-03</b>	<b>District 2002-03</b>	<b>State 2002-03</b>
Grade 4 Reading	52	54.5	74.3	55.9
Writing	53	59.1	76.1	61.5
Mathematics	62	80.3	80.9	60.4
All Three Tests	38.1	48.5	64.2	42.1
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	98.4	97.1	97.2	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	50.0	45.4	32.6
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2002	96.1	97.6	97.1

---

## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

---

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

***Improvement in Student Performance and Accomplishments*** - The performance of our fourth graders on the CMT is steady or increasing. Their performance in mathematics shows the most significant gains with the percentage of students at goal in this area rising significantly from 73% last year to 80% this year. Our CMT participation rate continues to be above the district and state averages. The performance of our students on district assessments remains steady as well. Nearly 100% of our students finished the year either at goal on these assessments or having made over a year's growth in reading, writing, and math. In tracking the progress of our fifth grade students on the sixth grade CMT, they demonstrate continuous gains in all areas. The percentage of our exiting fifth graders who place in honors math classes in middle school ranges from 15-30% annually. Our students' performance on physical fitness testing continues to be at or above the district and state averages. Last year 17 students from our school were selected to perform in the district's Inter-Elementary Music Festival and 11 had their artwork chosen for display in our townwide art exhibit.

***Needs and Improvement Plans*** - Through the site based strategic planning process, we identified academic achievement, character development, the magnet school program, and nurturing the unique talents and abilities of every child as our focus for school improvement efforts over the next few years. We analyze assessment results carefully and plan instruction based on student needs. Teachers regularly employ curriculum differentiation strategies to accommodate the diverse needs of our learners. Our reading instruction incorporates research-based practices and focuses on state standards. Using a combination of grant money and district funds, we offer a variety of programs to support our remedial learners. These include Saturday Academy, an after-school homework center, Summer Academy, phonics support to second graders, and literacy support to kindergarten students. Paraprofessional support in each primary grade allows for more small group instruction at those grade levels. We provide small group remedial math support to students who score below goal on district assessments and continue to research ways to reduce the achievement gap among the subgroups within our population.

---

## SUPPLEMENTAL SCHOOL INFORMATION

---

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

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. We have high expectations for the academic, social, emotional, and physical development of all students and maintain high standards for performance and behavior. We believe it is our responsibility to identify each child's strengths and provide meaningful work to ensure that learning occurs and each student's potential is actualized. Our emphasis on character development is concurrent with our emphasis on academics. Through social skills and problem solving instruction, we teach students to behave in an ethical and humane fashion. A positive self-image, caring relationships, positive reinforcement and service to others define this development and help us maintain an effective and healthy school 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. We emphasize critical thinking and creativity to help students see the world with new eyes. Ultimately we want them to view themselves a life-long learners who are passionate in their quest to learn more. We recognize that the way students learn is just as significant as what they learn. To satisfy the goals of our magnet program, we deliver a curriculum that is rich with experiences that are rigorous and relevant to students' daily lives. Students leave our school equipped with the ability to read, write, compute, think critically, and utilize the tools of technology to assist them in solving everyday problems and addressing larger societal issues. Our programs ensure that no student is excluded from this universal goal.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
---

For the school/district website, see <a href="http://www.whps.org">www.whps.org</a>
---

