

**STRATEGIC SCHOOL PROFILE 2001-02**

Elementary School K-6 Edition

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

NATALIE SIMPSON, Principal  
 School Type: Intradistrict Magnet

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).  
 Data were provided by the local school district during the fall of 2001.

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**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total Enrollment                        374  
 5-Year Enrollment Change            -2.3%

**FACILITIES**

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

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**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	23.8	12.3	25.7
	2000-01	31.3	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	27.0	15.1	14.1
	1998-99	18.7	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	81.5	89.6	86.2
	1996-97	87.3	84.6	85.4
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	52.5	85.7	75.1
	1996-97	75.0	77.7	69.4

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)	33	8.8	6.7	5.3
Compensatory Education	106	28.3	12.4	24.1
Full or Extended Day Kindergarten	61	N/A	N/A	N/A
Gifted and Talented Program	18	4.8	3.7	2.2
Special Education	25	6.7	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	52	13.9
Black	67	17.9
Hispanic	93	24.9
White	161	43.0

**Total Minority 2001-02** 57.0%

**Total Minority 1996-97** 40.2%



### 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.

Located in one of the lower socioeconomic areas of the town, the Florence E. Smith School opened in 1995, as one of West Hartford's first magnet schools. Approximately 385 children attend our school. One-third of our students are magnet students enrolled from throughout the school district. They attend our school because their parents want their children to be educated in an integrated and challenging setting. Families are committed to our school and supportive of this progressive school concept.

The focus of our magnet school is science, math, and technology. We have made extensive efforts to provide all of our students with access to technology in and out of school, placed, donated, used computers in homes, and loaned AlphaSmarts to students for homework completion. Using the high-speed access available in all classrooms, 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.

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 during their first four years in school. Once they enter fourth grade, they begin the study of Spanish through our FLES program.

We work closely with our Family Resource Center (FRC) and Child Outreach Educator to draw families into the life of our school. The FRC offers parenting classes and pre-school playgroups as well as student leadership opportunities. During the summer preschoolers may participate in our SummerShare program offered through our FRC. This is 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. Support programs such as Puppet Friends provide team building and social skills training to students in all grades.

Support for our magnet school is strong and interest in our school is great. We struggle with having only a limited number of vacancies to fill with students from throughout town. We continue to maintain a waiting list and seek ways to increase space availability for magnet students, thereby bringing a better balance to 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	982

\*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	3.4	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	62.7	84.5	77.1
% of Computers with High Speed Internet Access	62.7	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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*	31.8	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	34.9	15.1	17.2
# of Print Periodical Subscriptions	32	23.6	18.2
# of Non-Print Materials	416	193.6	406.3

\*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	2001-02	20.3	20.3	18.3
	1996-97	20.0	20.2	19.2
Grade 2	2001-02	18.7	19.6	19.6
	1996-97	17.3	18.4	20.5
Grade 5	2001-02	22.7	21.4	21.5
	1996-97	21.7	21.5	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	28.6	32.1
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.6	1.4
Other Professionals	3.1	2.0
# of Non-Certified Instructional	8.0	8.0

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</b>
% Minority	9.8	5.1	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	9.7	10.8	13.0
% with Master's Degree or Above	85.4	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	43.9	29.1	24.8

## 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	18	N/A
English Language Arts*	418	415	426	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	19	Yes
Mathematics*	203	201	186	Yes
Music	36	38	32	Yes
Physical Education	54	54	40	No
Science*	91	79	97	Yes
Social Studies*	61	73	97	Yes
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, 14.0% 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	No	Yes
In-Class Tutorial	No	Yes
After School Program	Yes	Yes
Summer School (2001)	Yes	Yes
Other	Yes	Yes



### 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 2000-01 School Year	0.0	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	4.3	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	75.6	60.4	83.0


## 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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2001-02</b>	<b>District 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	52	53	74	57.9
Writing	53	50	77	61.2
Mathematics	62	73	81	61.0
All Three Tests	38.1	43.5	63.3	42.8
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	98.4	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

<b>Physical Fitness % Passing All 4 Tests</b>	<b>School</b>	<b>District</b>	<b>State</b>
 Grade 4	37.7	40.1	32.1
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, 2001	96.0	96.8	95.9

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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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.

### *Student Performance*

The performance of our fourth graders on the third generation CMT is steady or increasing. The percentage of our students at goal in mathematics increased from 62% last year to 73% this year. Our CMT participation rate continues to be above the district and state averages. The performance of our students on district assessments in reading, writing and math remains steady. Nearly 100% of the students in each class finished the year at goal or having made a year's growth in these areas. Most notable was the progress made by students from minority populations. Greater numbers of these students reached goal on these assessments, with fewer requiring intervention. In tracking the progress of our fifth grade students on the sixth grade CMT, they demonstrate continuous gains in all areas. Over a five-year period, anywhere from 15 to 30 percent of our exiting fifth graders place in honors math classes in middle school. Our student performance on physical fitness testing continues to place us at or above the district and state averages.

### *Plans for Improvement*

We continue to analyze all CMT and district assessment results carefully in order to plan instruction based on student needs. We have provided training in a wide range of reading strategies and differentiation of curriculum. With the Early Reading Success grant, as well as district funds, we have provided a 20-week Saturday Academy for children in grades one through three. In addition, we have offered a 15-session Summer Academy for pre-kindergarten through grade five students, and provided phonics support to small groups of grade two students through our WordPlay tutor. In order to provide for more small group instruction at the primary level, a paraprofessional is assigned to each grade level in grades one through three. To improve writing scores classroom teachers in grades one - five participate in training with the Empowering Writers program. Our Curriculum Specialist supports teachers in implementing writer's workshop, scoring monthly writing prompts, and teaching mini-lessons in writing. To improve student performance in mathematics, we began a program of small group remedial math support. We have used a Goals 2000 grant to write differentiated curriculum in the basic skill areas and to study the ways to reduce the achievement gap.

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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. 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 with a special emphasis award in Technology. During our seven years of existence we have built a strong sense of community and belonging among parents, students, and staff. Ours is a respectful community concentrating on rights rather than rules, and celebrating our differences and similarities. We share a common belief in our children's potential. Our goal is to identify each child's strengths and provide meaningful work to ensure that learning occurs and each student's potential is actualized. We believe that character development is learning to behave in an ethical and humane fashion. Our focus on social learning, along with our substantive efforts to form caring connections with each other, helps us maintain an effective and healthy school community. We believe it is important that our children gain an appreciation of the arts and have opportunities to develop their talents in these areas. One way we accomplish this is through an annual school play. Developing critical thinking and creativity helps children to see the world with new eyes and ask probing questions. Weekly experiences in our science lab and visits to our school nature area, Mozart's Woods, foster this inquiry. Ultimately we want children to regard themselves as life-long learners who are passionate in their quest to learn more. As a learning community, we have high expectations for the academic, social, emotional, and physical development of all students. We recognize that the way students learn is just as significant as what they learn. To satisfy our goals, we deliver a curriculum that is rich with experiences relevant to students' daily lives and steeped in the principles necessary for our students to emerge as responsible, contributing members of society. Students must leave our school equipped with the ability to read, write, compute, think critically and to be armed with the tools of technology to assist them to solve everyday problems and address larger societal issues. Our curriculum ensures 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.
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For the school/district website see [www.whps.org](http://www.whps.org)

