

STRATEGIC SCHOOL PROFILE 2004-05

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).

STUDENT ENROLLMENT

Total Enrollment: 378

5-Year Enrollment Change: -1.6%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: K-5

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	2004-2005	24.9	12.0	28.1
	2002-2003	27.9	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	35.5	16.2	13.1
	1999-2000	22.4	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	84.5	90.6	87.4
	1999-2000	78.3	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	60.4	81.5	77.0
	1999-2000	57.7	84.6	73.1

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)	43	12.0	8.3	5.9
Compensatory Education	107	28.3	12.4	23.5
Full or Extended Day Kindergarten	48	N/A	N/A	N/A
Gifted and Talented Program	21	5.6	3.8	1.9
Special Education	18	4.8	11.1	11.3
Prekindergarten	20	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	65	17.2
Black	67	17.7
Hispanic	100	26.5
White	146	38.6

Total Minority 2004-2005 61.4%

Total Minority 1999-2000 47.1%



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, 378 children are enrolled in our school for grades pre-K through 5. Approximately three fourths of our students reside in our neighborhood attendance zone and one-fourth 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 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 fourth grade, students study 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.

Diversity, excellence, caring, collaboration and cooperation are attributes that make our school strong. Character Education initiatives are emphasized in every classroom. Students take on leadership roles through our student council and classroom governments. To emphasize citizenship and service learning, 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 the Second Step curriculum 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 remains strong and interest in our school is steady. We have a limited number of vacancies each year to fill with students from outside our neighborhood attendance zone and continually maintain a waiting list of students interested in joining our school.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	989

*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	100.0	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	2.6	4.4	4.0
% of Computers that are High or Moderate Power	95.8	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	34.8	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	7.6	11.2	14.9
# of Print Periodical Subscriptions	31	24.8	15.9
# of Non-Print Materials	615	291.6	412.5

*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	2004-2005	16.0	19.3	18.5
	1999-2000	17.3	18.5	18.5
Gr. 2	2004-2005	20.7	20.2	19.5
	1999-2000	21.3	19.5	19.8
Gr. 5	2004-2005	21.7	21.0	21.3
	1999-2000	20.3	21.4	21.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	28.6	30.0
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	0.0	1.0
Counselors, Social Workers, and School Psychologists	1.6	2.4
Other Professionals	2.0	2.1
# of Non-Certified Instructional	9.0	8.0

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	13.9	9.8	6.1
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.6	11.2	12.9
% with Master's Degree or Above	88.9	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	38.9	35.5	29.6

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	18	N/A
English Language Arts	425	422	423	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	19	No
Mathematics	203	200	189	No
Music	36	36	33	No
Physical Education	54	54	41	No
Science*	91	79	97	Yes
Social Studies*	61	73	95	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, 16.2% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	Yes
Summer School (2004)	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 2003-04 School Year	0.8	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	7.0	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	83.3	80.0	82.1


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.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	46.6	67.9	52.8
Writing	65.5	76.7	63.3
Mathematics	66.1	75.2	56.8
All Three Tests	40.7	57.4	41.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	98.3	98.8	99.0



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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	56.7	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	97.9	97.4	96.4

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.

Student Performance - Fall CMT results indicate steady performance of our students in writing and math, in which 66% of our students met or exceeded the state goal. The performance of our students in reading dropped slightly from 55% to 47% based on this measure. Smith School continues to rank high when its CMT scores are compared statewide to schools with a similar socioeconomic and demographic profile. The performance of our students on district assessments remains steady. All students finished the year having made at least a full year's growth in reading, writing and math based on district assessments. Ten percent of our exiting fifth graders placed into honors math classes for middle school.

Student Accomplishments - Nearly all fourth and fifth grade students elected to participate in either band, orchestra or choir. In addition, 25 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. Over 70 students were involved in the production of our annual school play.

Needs and Improvement Plans- We continue to focus our school improvement efforts on the areas of academic achievement, character development, the magnet school program, and nurturing unique talents and abilities. Research and advisory teams investigate current instructional practices and develop initiatives targeted to specific goals in these areas. We analyze assessment results carefully and use data to plan instruction based on student needs. Teachers regularly employ curriculum differentiation strategies to accommodate the diverse needs of our learners. A combination of grant money and district funds enables us to offer a variety of programs to support our remedial learners including Saturday Academy, after-school homework center, Summer Academy, phonics support, and letter-identification. Our Transitional Language Program provides bilingual support to our growing subgroup of Spanish-speaking youngsters. The addition of Math Recovery in grade one, along with remedial math support at each grade level, enable us to target students who score below goal on district and state assessments. We 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 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, our school play, and 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 that are 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. We are currently pursuing NAEYC accreditation for this program.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . 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 www.whps.org/schools/smith/index.htm

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