

**STRATEGIC SCHOOL PROFILE 2000-01**

Elementary School K-6 Edition

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

KAREN L LIST, Principal  
 School Type: Intradistrict Magnet

Telephone: 860-236-3317

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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 2000.

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**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                              390  
 5-Year Enrollment Change                65.3%\*

**FACILITIES**

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

\*Between 1995 and 2000, (re)opened, became magnet school

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**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>
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	31.3	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	25.4	15.3	13.8
	1998-99	18.7	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	84.0	89.8	86.3
	1995-96	0.0	87.0	85.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	75.9	88.5	74.7
	1995-96	90.2	78.8	69.1

<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)	30	7.7	6.1	5.1
Compensatory Education	120	30.8	12.3	23.1
Extended Day Kindergarten	58	N/A	N/A	N/A
Gifted and Talented Program	33	8.5	4.9	2.3
Special Education	28	7.2	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	46	11.8
Black	71	18.2
Hispanic	89	22.8
White	183	46.9

**Total Minority 2000-01** 53.1%

**Total Minority 1995-96** 43.6%



### 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. Two-thirds of our students live in our neighborhood and are assured attendance at 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. They are committed risk takers, 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. We implement a Reintechnation program and place donated, used computers in homes. We also loan AlphaSmarts to students for homework completion.

Our students communicate with other students around the world through the use of the Internet. We have high-speed access available in all classrooms. For example, grade four students use the GLOBE program to share weather data with students and scientists around the world.

Our students study the cultures of Mexico, Africa, Japan, and the Caribbean during their first four years in school. When they enter fourth grade, they begin the study of Spanish through our new FLES program. This study continues in grade five.

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.

Our principal served as a facilitator for the development and writing of a school reform grant with the principal, parents and staff of Betances School in Hartford. She remains in close contact with the school. In the spirit of community support, our student raised funds that were used to purchase books that were donated to the Betances school library.

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	979

\*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	3.0	4.9	5.2
% of Computers that are High or Moderate Power	100.0	97.8	86.6
% of Computers with High Speed Internet Access	75.8	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

<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*	29.5	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	48.9	14.5	16.5
# of Print Periodical Subscriptions	35	23.1	18.6
# of Non-Print Materials	425	239.1	401.6

\*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	2000-01	19.3	19.3	18.1
	1995-96	17.0	19.1	19.6
Grade 2	2000-01	16.8	19.7	19.5
	1995-96	23.0	19.8	20.6
Grade 5	2000-01	19.8	20.8	21.7
	1995-96	N/A	N/A	N/A

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	32.1	27.0
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.4	N/A
Other Professionals	2.0	N/A
# of Non-Certified Instructional	8.0	5.0

<b>Professional Staff Race/Ethnicity</b>	<b>2000-01</b>	<b>1999-2000</b>	<b>1995-96</b>
% Minority	5.1	6.1	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	10.0	11.7	13.2
% with Master's Degree or Above	66.7	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	43.6	35.5	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	418	415	424	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	184	Yes
Music	36	36	32	Yes
Physical Education	54	54	40	No
Science*	91	79	96	Yes
Social Studies*	61	73	96	Yes
Technology Education	0	0	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	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 1999-2000 School Year	1.3	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	3.4	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	84.6	85.3	80.9

## 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</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	52	74	56.9
Writing	53	75	57.5
Mathematics	62	81	60.2
All Three Tests	38.1	60.9	40.2
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	98.4	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

<b>Connecticut Mastery Test Index, Third Generation</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	65.5	83.4	69.2
Writing	77.2	87.9	76.5
Mathematics	83.1	90.7	78.1
Grade 6 Reading	83.6	86.3	73.0
Writing	87.0	87.5	79.3
Mathematics	87.0	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	46.0	44.2	31.6
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, 2000	96.2	96.5	96.1

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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.

### ***Improvements in Student Performance and Achievement***

We are proud of our fourth grade CMT participation rate that continues to be above the district and state average and student achievement results. Our student performance on the physical fitness testing places us above the district and state average. In tracking the progress of our sixth grade students on the CMT, it is noteworthy that all scores place us in the top ten percent of schools with similar demographics. Over a two year period we have seen no less than a third of our exiting fifth graders achieve placement in honors math in the middle school.

As our district assessments have changed in response to the third generation CMT we have seen some declining and some steady results. Our grade five students at goal on district assessments in reading and math continue to be on the rise. When we look at the percent of students who are at goal in reading and/or have made a year's growth we are pleased with our results - grade three - 84%, grade four - 83%, and grade five - 87%.

### ***Needs and Improvement Plans***

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 12-session Summer Academy for pre-kindergarten through grade five students. Transition grant funding allowed us to provide 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. We expect these opportunities for focused, small group instruction will result in academic gains over time. To improve writing scores all staff in grades one - five participate in training with the Empowering Writers program. Our Curriculum Specialist works with teachers in implementing writer's workshop, scoring monthly writing prompts, and teaching mini-lessons in writing. To improve student performance in mathematics, we continue to provide training in the Investigations in Number, Data, and Space curriculum and work with resident mathematicians. 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. During our six 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, celebrating our differences and similarities. We share a common belief in our children's potential. We believe everyone is born with the capacity to meet our goal for the 21st century, that all those who work can learn. 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. We believe that character development is learning to behave in an ethical and humane fashion. A positive self-image and positive reinforcement define this development. The Responsive Classroom Model and the substantive conversations and efforts to form caring connections with each other helps us maintain an effective and healthy school community. It is important that our children gain an appreciation of the arts and have opportunities to develop their senses around beauty. We want life to be positive and transformational for them. Developing critical thinking and creativity will help them see the world with new eyes and ask probing questions. Ultimately we want them 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, yet steeped in the principles and values 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.csde.state.ct.us/public/der/datacentral">www.csde.state.ct.us/public/der/datacentral</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)**

