

**STRATEGIC SCHOOL PROFILE 2000-01**

Elementary School K-6 Edition

**Webster Hill School**  
**West Hartford School District**

BARBARA K PECK, Principal  
 School Type: Traditional/Regular

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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                            437  
 5-Year Enrollment Change              12.1%\*

**FACILITIES**

# of Permanent General Classrooms      25  
 # of Portable Classrooms                    0  
 Year of Original Construction              1949

\*Between 1995 and 2000, was redistricted

**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	2000-01	19.0	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	19.9	15.3	13.8
	1998-99	19.5	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	87.0	89.8	86.3
	1995-96	81.4	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	82.9	88.5	74.7
	1995-96	64.9	78.8	69.1

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)	29	6.6	6.1	5.1
Compensatory Education	74	16.9	12.3	23.1
Extended Day Kindergarten	76	N/A	N/A	N/A
Gifted and Talented Program	13	3.0	4.9	2.3
Special Education	45	10.3	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	0	0.0
Asian American	47	10.8
Black	35	8.0
Hispanic	62	14.2
White	293	67.0

**Total Minority 2000-01** 33.0%

**Total Minority 1995-96** 27.4%



### 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.

Webster Hill School has a diverse population representing families from over 30 countries. In an effort to unify and recognize our rich cultural heritage, the following initiatives are in place:

- Schoolwide assemblies are held where children perform by grade level. Some of the program each time celebrates diverse cultures.
- Target 2001, our site based plan, is a joint effort by parents, staff, and community. Representation on our committees reflects the diversity of the school and a high degree of collaboration.
- The Translators Club spotlights the multilingual talents of our children through cultural presentation and opportunities to translate for families and visitors.
- Many of our students establish pen pal relationships with students in other schools in our district, the United States, and overseas.
- The Parent-Teacher Organization offers many family events that bring together our diverse community.
- Our fifth graders attend a four-day overnight Outdoor Education Program to reduce isolation of children in our own school.
- Our Family Resource Center offers pre-school play groups, after-school enrichment courses, mom's groups, and speakers that bring together our diverse families.
- Each month an Author's Tea is held to celebrate the writing accomplishments of children from all racial, ethnic and economic backgrounds. Family, relatives and friends are invited to attend.
- The Hillcrest Neighborhood Outreach Center (HANOC), is a center for families in the Piper Brook area of town that provides a free Homework Center, family counseling, parent support group, scout programs, play group, women's group and, parenting classes.

## 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	7.0	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	100.0	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

This school does not subscribe to an 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*	41.0	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	16.8	14.5	16.5
# of Print Periodical Subscriptions	20	23.1	18.6
# of Non-Print Materials	325	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	19.0	19.3	18.1
	1995-96	19.0	19.1	19.6
Grade 2	2000-01	20.3	19.7	19.5
	1995-96	19.0	19.8	20.6
Grade 5	2000-01	21.7	20.8	21.7
	1995-96	23.7	23.3	21.9

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	30.1	21.1
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.8	N/A
Other Professionals	1.0	N/A
# of Non-Certified Instructional	2.0	2.0

<b>Professional Staff Race/Ethnicity</b>	<b>2000-01</b>	<b>1999-2000</b>	<b>1995-96</b>
% Minority	5.6	7.7	8.8
<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	11.6	11.7	13.2
% with Master's Degree or Above	75.0	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	22.2	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*	420	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
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	No	No
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	1.8	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	5.4	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	69.4	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	80	74	56.9
Writing	75	75	57.5
Mathematics	84	81	60.2
All Three Tests	58.8	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	87.9	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	88.7	83.4	69.2
Writing	90.7	87.9	76.5
Mathematics	90.0	90.7	78.1
Grade 6 Reading	92.8	86.3	73.0
Writing	90.4	87.5	79.3
Mathematics	92.2	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	63.8	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	96.6	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***

Academically, Webster Hill School has made extraordinary strides toward improvement of student achievement. Since 1994, fourth grade Connecticut Mastery Test scores have climbed from the lowest quartile to the highest in the district in reading, writing, and mathematics. These increases are the result of targeting instruction and resources at the student's instructional level, staff development, and collaborative grade level planning.

### ***Student Accomplishments***

Webster Hill continues to have a high level of student participation in both the performing and visual arts. Most of our fourth and fifth graders participate in band, chorus, and orchestra and a high number of our students are selected each year to participate in the district Inter-elementary Music Program. Student artwork is displayed at district art shows as well as local businesses. We were one of three elementary schools in the state to receive the Governor's Summer Reading Award.

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

#### **To sustain our growth, we plan to:**

- Continue to refine our K-3 literacy program to meet the varying reading levels of our students.
- Expand our volunteer tutoring program that targets the beginning readers.
- Continue our intensive phonics tutoring program for eligible second graders.
- Continue to provide parent workshops in the areas of beginning reading, writing and math.
- Offer enrichment opportunities before, during, and after school that include a Weather Club, Art Club, Spanish Club, Environmental Club, Choir, Orchestra, Band, Wordmasters, and Math Olympiads.
- Continue to use our weekly family bulletin to inform parents of strategies they can use at home to improve student learning.
- Increase the number of books published by children in our Publishing Center.

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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.

Webster Hill School is a warm, caring environment where children thrive. We have a high rate of parent volunteerism and an active PTO that sponsors many family activities. The following highlights our accomplishments:

- Four new classrooms, a state-of-the-art library with a computer lab, a new office and health suite were added to the school.
- Families, staff, and community developed a five-year strategic school plan, Target 2001, which neared completion.
- Our Living Courtyard includes a butterfly house, annual and perennial gardens, composing of cafeteria waste, and a School Net 8 weather station. Our school received an award and equipment from the Automated Weather Source as the model school in their 3000-school network. We raise, tag, and release over 100 monarch butterflies and are affiliated with the University of Kansas Monarch Migration Project.
- We provide a program for gifted and talented students through the QuEST program.
- An early intervention reading program is available for grade one students.
- Fifth grade students attend Camp Jewell for an outdoor education experience that emphasizes cooperation, problem solving, scientific inquiry, and physical fitness.
- Our School Improvement Council developed a Home-School Compact that outlines responsibilities for staff, parents and children.
- Webster Hill has a model post office recognized by the U.S. Postal System.
- We opened a Family Resource Center supported by national and local grants.
- An after-school Homework Center is provided for fourth and fifth graders.
- A three-week Summer Academy is offered for pre-k through Grade five.

Strategic School Profiles may be viewed on the internet at [www.csde.state.ct.us/public/der/datacentral](http://www.csde.state.ct.us/public/der/datacentral). 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](http://www.whps.org)**

