

STRATEGIC SCHOOL PROFILE 2002-03

Elementary School K-6 Edition

Webster Hill School
West Hartford School District

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 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).

STUDENT ENROLLMENT

School Grade Range K - 5
 Total January Enrollment 475
 5-Year Oct. Enrollment Change 16.7%

**FACILITIES, 2001-02**

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

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	18.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	19.2	15.5	13.4
	1998-99	19.5	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	90.7	88.7	86.7
	1997-98	86.2	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	77.2	85.3	75.9
	1997-98	48.3	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)	31	6.5	7.0	5.4
Compensatory Education	80	16.9	13.2	25.1
Full or Extended Day Kindergarten	78	N/A	N/A	N/A
Gifted and Talented Program	18	3.8	3.5	2.3
Special Education	35	7.4	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	59	12.4
Black	43	9.1
Hispanic	69	14.5
White	304	64.0
Other	0	0.0

Total Minority 2002-03 36.0%

Total Minority 1997-98 30.0%



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.
- Translators Club spotlights the multilingual talents of our children through cultural presentations 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 our diverse community together.
- 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 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 groups, scout programs, play groups, women's groups, and parenting classes.
- Our choir, orchestra, and band perform international music at our winter and spring concerts.
- We received a grant for a Sister School Project with a school in East Hartford. The exchange culminated in an assembly at both schools where children from both schools performed with an African drummer on native instruments.
- Our Dance Troupe is culturally diverse and integrates dance forms from other countries.
- Through our character education initiatives, students learn the value of diversity and respect for others.
- Students take on leadership roles through our Student Council and classroom governments. In the spirit of community support, students initiate projects to raise money or offer service to various organizations within our community.
- The West Hartford Cultural Council brings performances to our school that celebrate racial and ethnic diversity.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
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



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
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

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	7.1	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.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	37.5	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	21.9	12.6	16.1
# of Print Periodical Subscriptions	27	24.9	17.3
# of Non-Print Materials	163	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



Average Class Size		School	District	State
Grade K	2002-03	19.8	19.2	18.3
	1997-98	21.8	19.6	19.0
Grade 2	2002-03	19.5	19.3	19.5
	1997-98	19.7	18.9	20.5
Grade 5	2002-03	22.0	21.0	21.6
	1997-98	21.7	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	33.5	32.7
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.6	1.5
Other Professionals	2.0	3.0
# of Non-Certified Instructional	4.0	5.5

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	6.5	6.4	7.4
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	9.2	11.1	12.9
% with Master's Degree or Above	65.2	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	30.4	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*	420	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*	202	201	186	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	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	No
After School Program	Yes	Yes
Summer School (2002)	Yes	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	3.1	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	6.6	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	78.3	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.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	80	71.8	74.3	55.9
Writing	75	72.2	76.1	61.5
Mathematics	84	75.9	80.9	60.4
All Three Tests	58.8	64.6	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	87.9	100.0	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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	66.3	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	98.1	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.

Improvements in Student Performance and Achievement

Academically, Webster Hill School has made extraordinary strides toward improvement of student achievement since 1995. Fourth grade Connecticut Mastery Test scores have climbed from the lowest quartile to the top quartile for schools in the state with similar socioeconomic profiles. In 2002, 72% of the students reached mastery in reading and writing and 76% in 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. Over 90% 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. A committee of students successfully presented data at a town hearing to scale back tree removal and replant trees on the school property.

Plans for Improvement

- Continue to refine our K-3 literacy program with a strong phonics emphasis to meet the varying reading levels of our students. A new reading program was implemented in Grade 1, which moves to Grade 2 for this year.
- Continue to provide differentiated instruction to meet the varying needs of our students.
- Continue to provide parent workshops in the areas of beginning reading, writing, and math.
- Continue to offer enrichment opportunities before, during and after school that include Weather Club, Art Club, Dance Troupe, Super Athletes, Translators Club, Spanish Club, Environmental Club, choir, orchestra, band, WordMasters, Math Olympiads and theatre opportunities.
- 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.
- Continue our support in mathematics by the addition of a math resource teacher.

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.

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. Our international population reflects families from over twenty-five countries. The following highlights our accomplishments:

- Our Living Courtyard includes a butterfly house, annual and perennial gardens, an ecology pond, and a School Net 8 weather station. Our school is an award-winning model school in the Automated Weather Source network and we are part of the weather network for the US Homeland Security Network. We raise, tag, and release over 100 Monarch butterflies and are affiliated with the University of Kansas Monarch Migration Project.
- An early intervention reading program is available for Grade 1 students and Basic Skills teachers provide additional reading and writing support.
- Fifth grade students attend Camp Jewell for an outdoor education experience that emphasizes cooperation, problem solving, scientific inquiry, and physical fitness.
- Webster Hill has a model post office recognized by the US Postal System.
- We have a Family Resource Center that provides programs for preschoolers as well as after-school enrichment opportunities.
- An after-school Homework Center is provided for homework support.
- Our Student Council is active in school improvement and sponsored a successful World of Difference Week.

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

