

**STRATEGIC SCHOOL PROFILE 2001-02**

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 2001.

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**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                            456  
 5-Year Enrollment Change                21.6%

**FACILITIES**

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

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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	8.4	12.3	25.7
	2000-01	19.0	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	17.5	15.1	14.1
	1998-99	19.5	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	85.8	89.6	86.2
	1996-97	78.0	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	80.7	85.7	75.1
	1996-97	52.8	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)	32	7.0	6.7	5.3
Compensatory Education	77	16.9	12.4	24.1
Full or Extended Day Kindergarten	83	N/A	N/A	N/A
Gifted and Talented Program	4	0.9	3.7	2.2
Special Education	35	7.7	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	45	9.9
Black	37	8.1
Hispanic	68	14.9
White	306	67.1

**Total Minority 2001-02** 32.9%

**Total Minority 1996-97** 26.4%



### 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 every program celebrates diverse cultures.
- 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 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, moms 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.

## 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	5.6	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	82.9	84.5	77.1
% of Computers with High Speed Internet Access	82.9	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*	38.0	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	20.2	15.1	17.2
# of Print Periodical Subscriptions	25	23.6	18.2
# of Non-Print Materials	112	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	20.8	20.3	18.3
	1996-97	17.7	20.2	19.2
Grade 2	2001-02	22.7	19.6	19.6
	1996-97	18.8	18.4	20.5
Grade 5	2001-02	19.3	21.4	21.5
	1996-97	22.0	21.5	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	32.7	30.1
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.5	0.8
Other Professionals	3.0	1.0
# of Non-Certified Instructional	5.5	2.0

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</b>
% Minority	6.4	5.6	6.5
<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	8.9	10.8	13.0
% with Master's Degree or Above	68.1	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	19.1	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*	420	415	426	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	186	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	97	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, 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	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 2000-01 School Year	1.4	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	4.7	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	51.1	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	80	66	74	57.9
Writing	75	78	77	61.2
Mathematics	84	73	81	61.0
All Three Tests	58.8	56.3	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	87.9	96.4	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</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	52.4	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	96.9	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.

### *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 with similar socioeconomic profiles. 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.

### *Plans for Improvement*

- 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 to provide differentiated instruction to meet the varying needs of our students.
- Formalize our phonics program in Grades 1 and 2.
- 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, Translators Club, Spanish Club, Environmental Club, Choir, Orchestra, Band, Wordmasters, Math Olympiads and dance troupe.
- 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:

- 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 1 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 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 fourth and fifth graders.

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

