

**STRATEGIC SCHOOL PROFILE 2005-06**

Elementary School K-6 Edition

**Webster Hill 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).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 484

5-Year Enrollment Change: 10.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

**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> |
|--|-------------|---------------|-----------------------------|--------------------------|
| % of Students Eligible for Free/Reduced-Price Meals                            | 2005-06     | 21.5          | 13.5                        | 27.6                     |
|  | 2002-03     | 18.5          | 13.0                        | 28.8                     |
| % of K-12 Students with Non-English Home Language                              | 2005-06     | 21.7          | 17.5                        | 13.3                     |
|  | 2000-01     | 19.9          | 15.3                        | 13.8                     |
| % of Students above Entry Grade who Attended this School the Previous Year     | 2005-06     | 85.4          | 89.5                        | 86.8                     |
|  | 2000-01     | 87.0          | 89.8                        | 86.3                     |
|  | <b>Year</b> | <b>School</b> | <b>District</b>             | <b>State</b>             |
| % of Kindergarten Students who Attended Preschool, Nursery School or Headstart | 2005-06     | 72.5          | 84.0                        | 79.2                     |
|  | 2000-01     | 82.9          | 88.5                        | 74.7                     |

| <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) | 74                        | 15.3                     | 9.5                              | 6.7                           |
| Compensatory Education   | 85                        | 17.6                     | 12.2                             | 24.1                          |
| Full or Extended Day Kindergarten                                    | 80                        | N/A                      | N/A                              | N/A                           |
| Gifted and Talented Program  | 21                        | 4.3                      | 3.9                              | 1.9                           |
| Special Education  | 34                        | 7.0                      | 11.0                             | 11.2                          |
| Prekindergarten  | 0                         | N/A                      | N/A                              | N/A                           |

## STUDENT RACE/ETHNICITY

| Race/Ethnicity  | Number | Percent |
|-----------------|--------|---------|
| American Indian | 0      | 0.0     |
| Asian American  | 70     | 14.5    |
| Black           | 55     | 11.4    |
| Hispanic        | 84     | 17.4    |
| White           | 275    | 56.8    |

**Total Minority 2005-06** 43.2%

**Total Minority 2000-01** 33.0%



### 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.
- 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 and develop a sense of community.
- Our Family Resource Center offers after-school enrichment courses, which bring together students with diverse backgrounds.
- 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 services to various organizations in the town and world community.
- The West Hartford Cultural Council brings performances to our school, which celebrates racial and ethnic diversity.
- We have a partnership (Exchange of Change) with the Gengras Center for Exceptional Children to bring together some of their special needs student population with ours.

## 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 | 991           | 991                 | 988              |

\*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               | 63.0             |
| Voice  | 100.0         | 100.0               | 72.3             |
| Internet Access  | 100.0         | 100.0               | 96.5             |
| Multi-Room Network (LAN)                                       | 100.0         | 100.0               | 77.3             |

| <b>Computers</b>                                | <b>School</b> | <b>Dist K-6</b> | <b>State K-6</b> |
|---|---------------|-----------------|------------------|
| # of Students Per Academic Computer             | 5.7           | 4.1             | 3.9              |
| % of Computers that are High or Moderate Power  | 96.5          | 95.0            | 80.8             |
| % of Computers with Internet Access, All Speeds | 100.0         | 100.0           | 96.5             |
| % of Computers with High Speed Internet Access  | 100.0         | 100.0           | 95.4             |
| % of Internet Computers with Filtering Software | 100.0         | 100.0           | 97.6             |

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*                      | 37.5          | 32.4            | 27.2             |
| % of Print Volumes Purchased in the Last Three Years | 13.8          | 11.5            | 13.6             |
| # of Print Periodical Subscriptions                  | 27            | 21.5            | 15.1             |
| # of Non-Print Materials                             | 180           | 247.7           | 408.8            |

\*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> |
|---------------------------|---------|---------------|-----------------|--------------|
| Gr. K                     | 2005-06 | 20.0          | 20.2            | 18.3         |
|                           | 2000-01 | 19.0          | 19.3            | 18.1         |
| Gr. 2                     | 2005-06 | 20.5          | 19.5            | 19.7         |
|                           | 2000-01 | 20.3          | 19.7            | 19.5         |
| Gr. 5                     | 2005-06 | 22.3          | 22.4            | 21.2         |
|                           | 2000-01 | 21.7          | 20.8            | 21.7         |

| <b>School Staff Count Full-Time Equivalent</b>       | <b>2005-06</b> | <b>2004-05</b> |
|--|----------------|----------------|
| # of Certified Staff                                 |                |                |
| Teachers   | 33.8           | 31.9           |
| Administrators                                       | 1.0            | 1.0            |
| Department Chairs                                    | 0.0            | 0.0            |
| Library/Media Staff                                  | 1.0            | 1.0            |
| Counselors, Social Workers, and School Psychologists | 1.7            | 1.7            |
| Other Professionals                                  | 2.0            | 2.5            |
| # of Non-Certified Instructional                     | 3.0            | 2.5            |

| <b>Professional Staff Race/Ethnicity</b>                 | <b>2005-06</b> | <b>2004-05</b>      | <b>2000-01</b>   |
|--|----------------|---------------------|------------------|
| % Minority   | 11.1           | 9.3                 | 5.6              |
| <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        | 9.6            | 10.9                | 12.8             |
| % with Master's Degree or Above                          | 66.7           | 70.1                | 80.5             |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 33.3           | 34.4                | 30.4             |

## SCHOOL PROCESSES

| Selected Subject Areas, Grade 5 | Estimated Hours of Instruction Per Year |          |       | Computer/<br>Technology<br>Supported |
|---------------------------------|---|----------|-------|--------------------------------------|
|                                 | School                                  | District | State |                                      |
| Art                             | 36                                      | 36       | 32    | No                                   |
| Computer Education              | 0                                       | 2        | 17    | N/A                                  |
| English Language Arts*          | 427                                     | 420      | 425   | No                                   |
| Family and Consumer Science     | 0                                       | 0        | 1     | N/A                                  |
| Health                          | 31                                      | 30       | 23    | No                                   |
| Library Media Skills*           | 18                                      | 18       | 19    | No                                   |
| Mathematics*                    | 202                                     | 200      | 192   | No                                   |
| Music                           | 36                                      | 36       | 34    | No                                   |
| Physical Education              | 54                                      | 54       | 41    | 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 Remedial Instructional Services Provided to Students Lacking Basic Skills | Available in Mathematics | Available in Language Arts |
|--|--------------------------|----------------------------|
| Pull-Out Instruction   | Yes                      | Yes                        |
| In-Class Tutorial  | No                       | No                         |
| After School Program   | Yes                      | Yes                        |
| Summer School (2005)   | 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 2004-05 School Year                             | 0.8    | 0.3          | 1.7       |
| Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time | 7.3    | 6.7          | 8.4       |
| % Certified Staff Assigned to Same School the Previous Year                           | 68.9   | 80.1         | 84.5      |


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth 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<br>% Meeting State Goal in: | School | District | State | Of All Schools in State |           |
|--|--------|----------|-------|-------------------------|-----------|
|  |        |          |       | Lowest %                | Highest % |
| Grade 3 Reading                                      | 47.8   | 60.5     | 54.4  | 2.0                     | 94.3      |
| Writing  | 77.9   | 68.4     | 61.0  | 2.4                     | 100.0     |
| Mathematics  | 66.7   | 66.8     | 56.3  | 4.1                     | 100.0     |
| Grade 4 Reading                                      | 71.8   | 71.5     | 57.8  | 2.8                     | 96.4      |
| Writing  | 66.7   | 68.6     | 62.8  | 2.8                     | 96.1      |
| Mathematics  | 64.1   | 68.9     | 58.8  | 3.4                     | 96.4      |
| Grade 5 Reading                                      | 69.7   | 75.9     | 60.9  | 0.0                     | 97.1      |
| Writing  | 60.7   | 76.1     | 65.0  | 5.6                     | 98.3      |
| Mathematics  | 69.7   | 73.2     | 60.7  | 0.0                     | 100.0     |
| Grade 6 Reading                                      | N/A    | N/A      | N/A   | N/A                     | N/A       |
| Writing  | N/A    | N/A      | N/A   | N/A                     | N/A       |
| Mathematics  | N/A    | N/A      | N/A   | N/A                     | N/A       |



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<br>% Passing All 4 Tests   | School | District | State |
|---|--------|----------|-------|
|  Grade 4 | 34.2   | 37.3     | 33.6  |
| Grade 6   | N/A    | N/A      | N/A   |

| Student Attendance   | School | District<br>K-6 | State<br>K-6 |
|----------------------|--------|-----------------|--------------|
| % on October 1, 2005 | 97.5   | 98.0            | 96.5         |

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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***

Webster Hill School has made extraordinary strides toward improvement of student achievements 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 2006, students in grades 3, 4 & 5 were administered the test which will provide a baseline of information in two additional grades.

### ***Student Accomplishments***

Webster Hill continues to have a high level of student participation in both the performing and visual arts. Over 95% 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.

### ***Plans for Improvement***

- Continue to refine our literacy program to meet the varying reading levels of our students. A new reading program was implemented in Grade 4, which extends to Grade 5 this year. A new reading specialist position was funded for the 2006-07 school year.
- Continue the improvement of the new Trailblazers math program in Grades 3,4 & 5.
- Continue to provide differentiated instruction to meet the varying needs of our students.
- Provide parent workshops in English, Spanish and Vietnamese.
- Continue to offer enrichment opportunities before, during and after school such as a Weather Club, Art Club, Science Enrichment, Dance Troupe, High Jump Club, Translators Club, Spanish Club, French Club, Choir, Orchestra, Band, Knitting Club, Stock Market Club and theater opportunities.
- Continue to use our every other week family bulletin to inform parents of strategies they can use at home to improve student learning.
- Continue our support in mathematics with a mathematics tutor.
- Continue the transitional language program for Spanish-speaking ESOL students.

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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. Our international population reflects families from over thirty 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 Univ. of Kansas Monarch Migration Project.
- An early intervention reading program is available for Grade 1 students and a Reading Specialist and Reading Lab teacher provide additional reading and writing support in Grades K - 5.
- Webster Hill has a model post office recognized by the US Postal System.
- An after-school Homework Center is provided for homework support.
- Fifth grade students attend Camp Jewell for an outdoor education experience that emphasizes cooperation, problem solving, scientific inquiry and physical fitness.
- The PTO sponsors an artist-in-residence each year.
- Webster Hill is committed to a positive learning environment where children are respectful and responsible.
- The QUEST program provides for the learning needs of our gifted and talented students.

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| Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</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 <a href="http://www.whps.org/school/websterhill/index.htm">www.whps.org/school/websterhill/index.htm</a> |
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