

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Webster Hill School
West Hartford School District**JEFF V. WALLOWITZ, Principal
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 438

5-Year Enrollment Change: -4.2%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	100	22.8	16.1	34.2
K-12 Students Who Are Not Fluent in English	57	13.5	10.3	7.0
Students with Disabilities	40	9.1	11.5	10.9
Students Identified as Gifted and/or Talented	20	4.6	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	88.1	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	327	91.9	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	22.3	19.9	18.3
Grade 2	17.8	19.2	19.3
Grade 5	27.0	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts ¹	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	25	18
Mathematics ¹	201	198
Music	36	32
Physical Education	54	40
Science ¹	76	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages ¹	36	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.4% of elementary and middle schools that serve Grade K start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	13.5	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.5	75.0	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.8	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	42.8	33.4	28.2
# of Print Periodical Subscriptions	17	20	13

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	28.40
Paraprofessional Instructional Assistants	3.50
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.3	11.6	13.3
% with Master's Degree or Above	81.3	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	7.0	8.6
% Assigned to Same School the Previous Year	68.8	82.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

- A bi-weekly family newsletter highlighting events and information is sent home to families.
- All classroom teachers write newsletters to inform parents of classroom instruction, parent tips, and ways to support their children at home.
- Two formal parent-teacher conferences are held each year to discuss student progress as well as communication by phone, e-mail and notes.
- Some communication goes home in English, Spanish and Vietnamese.
- Our school website highlights important school information.
- A family directory is prepared by our PTO each year to connect families.
- Our ESOL staff offers parent workshops (Café Latino) to help families understand our school policies and procedures, how to help their children to be successful in school and support them with their homework. They also sponsor social opportunities for parents to meet other families.
- Our reading specialist and early intervention teacher hold presentations on how parents can support reading at home.
- Parents and community volunteers are utilized in the classroom, by the office and for family activities.
- Our media specialist sponsors a yearly Book Fair to encourage families to enrich their home libraries.
- Classroom teachers developed a system to monitor home reading.
- Our Special Persons Day Assembly.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	64	14.6
Black	42	9.6
Hispanic	80	18.3
White	251	57.3
Total Minority	187	42.7

Percent of Minority Professional Staff: 7.9%

Non-English Home Language: 23.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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:

- The Parent Teacher Organization offers many family events that bring our diverse community together.
 - Author's Teas are held to celebrate the writing accomplishments of children from all racial, ethnic and economic backgrounds. Family and friends are invited to attend.
 - 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.
 - Through our student council and character education initiatives, students learn the value of diversity and respect for others.
 - The West Hartford Cultural Council brings performances to our school, which celebrates racial and ethnic diversity.
 - Between the Cultural Council and district and school efforts, children at Webster Hill School benefited from Kwasi Dunyo-master drummer from Ghana, Pat Bade - guest speaker on Native Americans, Hip Hop Dimensions - Artist-in-Residence, kindergarten Mexico study, first grade Africa study, second grade Japan study, third grade Native American study, our Cultural Family PTO dinner, Salsa Night, Vietnamese/Chinese New Year Parade, and kindergarten "Great Artists Across the Globe" curriculum.
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STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	21.9	38.5	33.6	29.3
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.5	64.7	54.6	57.0
Writing	70.3	74.4	62.5	63.0
Mathematics	70.3	73.2	62.8	59.4
Grade 4 Reading	63.2	74.9	60.7	52.4
Writing	72.7	77.5	64.2	61.5
Mathematics	64.2	77.1	63.6	49.2
Grade 5 Reading	67.9	77.7	66.0	51.2
Writing	53.7	75.8	66.5	28.7
Mathematics	65.0	80.5	68.8	43.2
Science	48.8	67.6	58.1	37.2
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

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.4	94.8	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 4 students were responsible for these incidents. These students represent 0.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	1

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

- Continue to refine our literacy program to meet the varying reading levels of our students.
- Continue the implementation of the Trailblazers math program in Grades K-5.
- Continue the focus on our school improvement plan developed in 2006 and revised for the 2008-2009 school year.
- Continue to provide differentiated instruction to meet the varying needs of our students.
- Continue to offer enrichment opportunities before, during and after school such as a Rays of Sunshine Club, Art Club, Science Enrichment, Choir, Orchestra, Band, Stock Market Club, Chess Club, Environmental Global Group, and Yoga Club.
- Continue to use our bi-weekly 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.
- Increase the support in our classrooms by the special education staff.
- Transitional language program in Spanish and Vietnamese will be in place this year.
- “Writing in the Classroom” presentation by Doug Kaufman.
- Reading presentations by Nancy Boyles.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Webster Hill School is a warm, caring environment where the staff puts children first. 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 some of 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 raised, tagged and released over 250 Monarch butterflies this year and are affiliated with the University 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 intra-school post office recognized by the US Postal System.
 - An after-school Homework Center is provided for homework support.
 - Fifth grade students attend Nature’s Classroom 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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