

**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

**Webster Hill School****West Hartford School District**JEFF V. WALLOWITZ, Principal  
Telephone: (860) 521-0320Location: 125 Webster Hill Boulevard  
West Hartford,  
ConnecticutWebsite: [www.whps.org/school/websterhill/index.htm](http://www.whps.org/school/websterhill/index.htm)


---

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](http://www.sde.ct.gov).

---

**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: PK - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 470  
5-Year Enrollment Change: 2.4%**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	117	24.9	17.0	38.3
K-12 Students Who Are Not Fluent in English	42	9.3	8.4	7.7
Students with Disabilities	30	6.4	9.8	10.8
Students Identified as Gifted and/or Talented	15	3.2	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	66	90.4	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	341	89.5	93.3	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	987

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	18.3	19.4	18.4
Grade 2	22.7	20.4	19.9
Grade 5	24.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	74	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 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	9.3	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.7	84.0	81.3

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.0	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	39.6	37.7	29.5
# of Print Periodical Subscriptions	17	20	12

\*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**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	31.63
	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		2.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		10.80

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.6	12.0	13.7
% with Master's Degree or Above	84.2	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.3	7.3	8.7
% Assigned to Same School the Previous Year	84.2	88.1	83.9

**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. Weekly information and updates are sent home electronically. 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. Curriculum Night information was presented 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 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. 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. Special Persons Day Assembly is held yearly.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	54	11.5
Black	44	9.4
Hispanic	82	17.4
Pacific Islander	0	0.0
White	274	58.3
Two or more races	13	2.8
Total Minority	196	41.7

Percent of Minority Professional Staff: 6.5%

#### Non-English Home Language :

21.8% 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 19.

---

### 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, many initiatives are in place. The Parent Teacher Organization offers many family events that bring our diverse community together. Author's Celebrations are held monthly 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 assemblies and at our winter and spring concerts. Through our student council and character education initiatives, students learn the value of diversity and respect for others. The West Hartford Cultural Council, which celebrates racial and ethnic diversity, brings performances to our school. Last year, children at Webster Hill School benefited from a Mariachi Fiesta del Norte performance, Taikoza Japanese drumming, Pat Bade- guest speaker on Native Americans, Ball in the House a capella Artist-in-Residence program, kindergarten Mexico study, first grade Africa study, second grade Japan study, third grade Native American study, our Cultural Family PTO dinner, Vietnamese/Chinese New Year Parade, and kindergarten "Great Artists Across the Globe" curriculum.

---

### 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	53.3	68.1	50.9	55.6
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	65.8	71.5	58.4	61.0
Writing	67.9	74.0	61.1	59.7
Mathematics	65.8	76.4	63.0	52.2
Grade 4 Reading	69.3	77.7	62.5	60.6
Writing	71.1	77.8	65.5	57.3
Mathematics	72.4	81.4	67.0	56.8
Grade 5 Reading	65.2	73.5	61.4	56.8
Writing	73.6	80.5	66.8	58.3
Mathematics	71.0	83.3	72.5	45.1
Science	59.7	68.2	59.9	48.4
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	97.6	94.8

**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 2009-10 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

**Truancy**

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
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	1	0

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

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

We continue to refine our literacy program to meet the varying reading levels of our students. We continue the implementation of the Trailblazers math program in Grades K-5. We continue the focus on our school improvement plan developed in 2008 and revised each year. We continue to implement our student recognition program called S.T.R.I.V.E. to reinforce the high behavioral expectations set by the school staff. We continue to provide differentiated instruction to meet the varying needs of our students. We continue to offer enrichment opportunities before, during and after school such as an Art Club, Science Enrichment, Choir, Orchestra, Band, Stock Market Club, Environmental Global Group, and Yoga Club. We continue to use our bi-weekly family bulletin to inform parents of strategies they can use at home to improve student learning. We continue our support in reading and mathematics with comprehension, fluency, kindergarten, and mathematics tutors. We have increased the support in our classrooms by the special education staff. Math professional development is provided by Mari Muri; the reading professional development 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 put 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 raise, tag and release 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 a reading specialist and reading lab teacher provide additional reading and writing support in grades K-5. Tier 2 tutors are available for students in the areas of reading, writing and math. Webster Hill has a model intra-school post office recognized by the US Postal System. An after-school Homework Center and After School Academy is provided for homework and organization 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.

---

# Webster Hill School Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Webster Hill School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient											
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	226	100.0	100.0	100.0	Yes	226	99.6	99.8	99.9	Yes	90.5	5.2	95.7	Yes	82.7	6.7	89.5	Yes
American Indian or Alaska Native	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian	31	-	-	-	-	31	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	19	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	38	-	-	-	-	38	-	-	-	-	-	-	-	-	-	-	-	-
White	129	100.0	100.0	100.0	Yes	129	99.2	99.6	99.7	Yes	95.3	5.0	100.0	Yes	92.1	6.4	98.5	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	16	-	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	19	-	-	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	55	100.0	100.0	100.0	Yes	55	100.0	100.0	100.0	Yes	78.8	13.4	92.2	Yes	63.5	15.9	79.3	Safe Harbor
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?		Yes					

Legend:  
 - : fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

\* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

\*\* For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District  
 Webster Hill School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.