

STRATEGIC SCHOOL PROFILE 2004-05

Elementary School K-6 Edition

Wolcott 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).

STUDENT ENROLLMENT

Total Enrollment: 501

5-Year Enrollment Change: 14.1%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K-5

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	2004-2005	12.4	12.0	28.1
	2002-2003	16.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	19.2	16.2	13.1
	1999-2000	14.1	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	90.0	90.6	87.4
	1999-2000	91.8	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	55.1	81.5	77.0
	1999-2000	71.4	84.6	73.1

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)	56	11.2	8.3	5.9
Compensatory Education	73	14.6	12.4	23.5
Full or Extended Day Kindergarten	69	N/A	N/A	N/A
Gifted and Talented Program	16	3.2	3.8	1.9
Special Education	33	6.6	11.1	11.3
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	72	14.4
Black	45	9.0
Hispanic	55	11.0
White	328	65.5

Total Minority 2004-2005 34.5%

Total Minority 1999-2000 25.7%



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.

In an effort to reduce racial, ethnic, and economic isolation, Wolcott School offered several distinct programs: The Hillcrest Area Neighborhood Outreach Center (HANOC), Town Meeting, and several site based planning initiatives.

The HANOC Center is on Hillcrest Avenue. Many lower income and minority children from this area attend our school. Through open houses, block parties, and other events, elementary age students have been encouraged to visit the center for help with homework. Parent workshops and related services are also offered at the center. We have held faculty meetings at the center, sponsored individual families in need, and we have donated computer equipment and furniture to the center. Our school-based social worker coordinates the activities at Wolcott School with HANOC.

Our school holds a 40-minute Town Meeting every other Friday in the auditorium. All students and teachers attend. Everyone from our school community is also invited to attend. Town Meeting is a forum for sharing student accomplishments in academics, arts, leadership, and athletics. Each week we celebrate the accomplishments of children from all racial, ethnic, and economic backgrounds. Parent attendance at Town Meeting is consistently high and is representative of all families in our school community. Over time, all community members begin to realize that excellence is a goal that can be achieved by every student.

Finally, during the past four years we implemented a broad based, site based plan to address our school's mission, objectives, and tactics. Our four objectives are: Academics, Celebrating Children's Voices, Community Involvement, and Respect and Responsibility. The Academics objective seeks to ensure that all students in our school achieve academic mastery in all academic areas. The Celebrating Children's Voices objective seeks to ensure that all children in our school are heard and celebrated. The Community Involvement objective relates to strategies for inclusion of all students, parents, and teachers in the life of the school. The final objective, Respect and Responsibility, seeks to ensure that we implement strategies for promoting respect and responsibility within the school community. This year, we are continuing our efforts to redesign our parent involvement model. Traditionally, parents have hosted parties and coordinated social events at the school. We are continuing with a plan to shift parental involvement from the traditional model to a more reciprocal model of involvement with academics.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	989

*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	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.9	4.4	4.0
% of Computers that are High or Moderate Power	70.8	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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*	29.5	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	10.2	11.2	14.9
# of Print Periodical Subscriptions	35	24.8	15.9
# of Non-Print Materials	214	291.6	412.5

*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
Gr. K	2004-2005	17.3	19.3	18.5
	1999-2000	17.8	18.5	18.5
Gr. 2	2004-2005	18.3	20.2	19.5
	1999-2000	18.0	19.5	19.8
Gr. 5	2004-2005	22.5	21.0	21.3
	1999-2000	20.3	21.4	21.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	35.2	36.7
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	1.3
Other Professionals	1.9	1.0
# of Non-Certified Instructional	3.0	3.5

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	2.2	2.2	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.3	11.2	12.9
% with Master's Degree or Above	78.3	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	34.8	35.5	29.6

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	427	422	423	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	200	189	Yes
Music	36	36	33	No
Physical Education	54	54	41	No
Science*	76	79	97	No
Social Studies*	75	73	95	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, 16.2% 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	Yes	Yes
After School Program	Yes	Yes
Summer School (2004)	Yes	Yes
Other	Yes	Yes



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 2003-04 School Year	0.4	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	7.5	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	78.3	80.0	82.1


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 Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	72.2	67.9	52.8
Writing	86.7	76.7	63.3
Mathematics	83.3	75.2	56.8
All Three Tests	64.4	57.4	41.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	98.8	99.0



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	School	District	State
% Passing All 4 Tests			
 Grade 4	18.9	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	97.8	97.4	96.4

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.

Students Performance

An analysis of the Connecticut Mastery Test for the 5-year period 2000 - 2003 (CMT 3rd Generation) demonstrates that Wolcott's students consistently improved or maintained their scores in reading, writing, and mathematics. The trends in the data are as follows:

- In Reading, CMT scores for the past 5 years were 65%, 70%, 73%, 62% and 72% respectively.
- In Mathematics, CMT scores for the past 5 years were 69%, 81%, 76%, 58% and 83% respectively.
- In Writing, CMT scores for the past 5 years were 68%, 78%, 77%, 70% and 87% respectively.

Student Accomplishment

Over 3,000 pieces of excellent writing were submitted to the school's Magical Mailbox in the 2003-2004 school year. Each piece of writing was celebrated via one of our co-curricular academic offerings. These include student dance companies, music composition, sign language, public speaking, and various displays.

Areas of Need and Plans for Improvement

Goals for the current year include a renewed effort to address reading achievement. Specifically, we are developing an online reading frameworks document that will enable teachers to coordinate reading instruction more effectively. We are also maintaining a building schedule that will provide large blocks of time for skills-based group instruction at all grade levels. This is the third year of shifting support program instruction from a pull out model toward an inclusion model. We are implementing a new mathematics program at Grades K through 5. We are also installing a 20 computer lab in the primary wing. The lab will continue to offer assisted instruction math and reading. We have adopted a new model for increasing and improving the model for involving parents in their child's education. Toward that end, we will continue to work with the PTO and room parents to develop strategies and techniques that will enhance our effectiveness in that area.

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.

This year, we received 11 grants from the Foundation for West Hartford Public Schools totaling over \$10,000. These grants were submitted by individual teachers and are designed to enhance the instructional program across all academic areas. Specifically, through these grants we will be able to purchase non-fiction books, and bring in master teachers among other things. We also participated in a sister school grant with Milner School in Hartford; received a Lighthouse Technology grant from the district; and received a grant from Pratt and Whitney for integrating writing instruction and technology.

Two of our teachers received recognition as Teacher of the Year finalists. Matthew Dicks, a third grade teacher at Wolcott, was selected for the award. Mr. Dicks will also have an article published in the journal, Educational Leadership.

This year, we are implementing a new parent involvement program. The program is called Celebrating Children's Voices Volunteers. To date, 24 parents have been trained to support the writing program through a variety of mentor and program initiatives. We hope to refine and expand the program over time.

For the past ten years, students, parents and teachers have worked to create a schoolyard habitat on a piece of town owned land adjacent to the school. We call this parcel of land, The Wolcott Children's Forest. The forest is an integrated outdoor science project we are developing for use with West Hartford's Essential Science Curriculum. The forest contains four separate ecosystems (pond, marsh, forest, and meadow). We are already teaching integrated science units at all grade levels in the forest. Over time, we hope to identify and classify every species of plant, animal, or insect living in the forest. We are also engaged in a process of reforestation that will take at least a decade to complete. This has required us to establish a nursery of indigenous trees and plants in the community gardens.

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/school/wolcott/index.htm

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