

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Wolcott School
West Hartford School District**PLATO KARAFELIS, Principal
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West Hartford,
ConnecticutWebsite: www.whps.org/school/wolcott/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.

TYPE OF SCHOOLSchool Type: Traditional/Regular
School Grade Range: K- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 470
5-Year Enrollment Change: -5.8%**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	71	15.1	14.5	33.1
K-12 Students Who Are Not Fluent in English	48	10.2	10.2	7.3
Students with Disabilities	45	9.6	11.2	10.8
Students Identified as Gifted and/or Talented	15	3.2	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	75.4	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	370	89.6	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	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	19.3	19.7	18.1
Grade 2	21.3	20.7	19.3
Grade 5	26.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts*	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills	18	18
Mathematics	201	199
Music*	36	33
Physical Education	54	40
Science*	76	97
Social Studies*	75	92
Technology Education	0	1
World Languages*	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.5% 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	10.2	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	75.0	79.1

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	3.2	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	92.4	99.2	91.7
# of Print Volumes Per Student*	33.5	33.6	27.7
# of Print Periodical Subscriptions	35	22	16

*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	30.20
Paraprofessional Instructional Assistants	2.50
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.00

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	12.3	11.4	13.2
% with Master's Degree or Above	81.6	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	5.1	6.3	8.7
% Assigned to Same School the Previous Year	68.4	68.2	72.5

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.

At Wolcott School, we are committed to supporting the family's role in the education of our students. Our school sends home a comprehensive bi-weekly newsletter. The newsletter contains important information about curriculum, child development and school events and activities. Also, our Caring School Committee of teachers and parents is working to create strategies that will strengthen the home school connection. Teachers have been given planning time to develop materials and resources that will support parents' efforts to work at home with their children on a variety of learning activities. These resources will be made available to parents via hard copy as well as through our school website. For example, we have already sent home a flyer containing curriculum information as well as a set of activities/games that will help parents promote the development of math computation skills with their children at home.

Our teachers use the school website to communicate important information to parents on a regular basis. Many teachers have developed classroom websites that include daily homework assignments, links to helpful internet web pages, and curriculum updates. All teacher e-mail addresses are published and parents are encouraged to communicate with teachers in this manner. Parents are also encouraged to call teachers using our voicemail system. Parent conferences are formally held twice a year and parents may request additional conferences as needed. We are aware of the importance of reaching out to parents who are not fluent in English. Toward this end, we sponsor specific events for these families. For example, this year we will host several dinners for these families. At each event, the English for Speakers of Other Languages (ESOL) students will share their school accomplishments. Our Parent Teacher Organization (PTO) is broad based and very involved with all aspects of our mission. The PTO funds enriching experiences for students at all grade levels. These include extra curricular and cultural programs as well as numerous volunteer opportunities. With the help of our parents, our school has created The Wolcott Children's Forest. The goals of this family based project are to reclaim a forested area adjacent to the school while supporting the objectives of our science curriculum. All Children's Forest events promote student, parent and teacher cooperation to achieve these goals.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	69	14.7
Black	46	9.8
Hispanic	73	15.5
White	281	59.8
Total Minority	189	40.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 21.7% 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 23.

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.

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, the Caring School initiative and several events designed to celebrate our school's diversity.

- The HANOC Center is on Hillcrest Avenue. Over 60 lower income and minority children from this area attend our school. Through open houses, block parties, and other events, elementary age students are encouraged to visit the center. Parent workshops and related services are also offered at the center. We have 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 10 minute welcoming assembly every Monday morning in the auditorium. We also hold a 40-minute Town Meeting every Friday in the auditorium. All students and teachers attend both assemblies. Everyone from our school community is also invited to attend. At these forums we share student accomplishments in academics, arts, leadership, and athletics. The accomplishments of children from all racial, ethnic, and economic backgrounds are celebrated. Parent attendance at Harambe and Town Meeting is consistently high and is representative of all families in our school community.
 - Each year we sponsor several evening events to celebrate the diversity of our school population. These events include an International Night and a Family Dance Night featuring dances from around the world.
 - Last year, we began to explore more meaningful ways to support our low income and/or minority families. For example, we arranged bus transportation for groups of families to attend evening events. This year, we have a Caring School committee of parents and teachers who are eager to continue and extend this work.
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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	21.6	40.9	33.8	28.4
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	68.3	65.1	52.0	78.1
Writing	85.7	76.0	63.4	92.4
Mathematics	81.3	71.9	60.0	85.2
Grade 4 Reading	74.8	70.7	55.9	81.0
Writing	73.5	71.0	62.9	66.0
Mathematics	72.8	71.7	60.3	70.4
Grade 5 Reading	61.3	71.6	62.2	44.7
Writing	65.0	75.2	64.5	47.7
Mathematics	68.8	78.6	65.9	53.6
Science	36.3	62.5	54.9	29.5
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	97.9	97.3	96.4

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. 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, 2006-07		
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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Wolcott School is committed to continuous academic improvement in reading and mathematics achievement. Toward this end, we will use this year to focus on implementation of West Hartford's District Improvement Plan (DIP). Specifically, our faculty will be given staff development time to study and implement the following strategies/initiatives: identifying priority standards for each academic area, the formal study of Common Formative Assessments, Scientific Research Based Intervention (SRBI) strategies, Marzano's Nine Effective Teaching Strategies, the Sheltered Instruction Observation Protocol (SIOP), and various differentiation strategies. In an effort to promote healthy lifestyle habits, a committee of parents, teachers and the school nurse have developed a comprehensive school health policy. The policy has been printed in brochure form and distributed to parents. The policy establishes guidelines for snacks that are sent to school, appropriate foods for birthday recognition, and books and websites parents may use as resources. Finally, a survey of students revealed that they were concerned about bullying behaviors exhibited by some of their peers. Our Caring School initiative has been designed to address this concern. Also, students may access the Peer Mediation Program to resolve a problem. They may access the Respect and Responsibility program to learn the skills that will help them deal with unsafe or unacceptable peer behavior. Finally, we are committed to implementing George Sugai's Positive Behavioral Support (PBS) model at our school. PBS is a proactive approach to managing student behavior and creating a positive school environment.

SUPPLEMENTAL SCHOOL INFORMATION

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

This year, we received numerous grants from the Foundation for West Hartford Public Schools. These grants were submitted by individual teachers and were designed to enhance the instructional program across all academic areas. Specifically, through these grants we will be able to purchase non-fiction books, bring in master teachers and support a number of technology based initiatives. Through a district wide grant, our school is able to offer Spanish language instruction to all students on a bi-weekly basis. Teachers work cooperatively to integrate the Spanish language curriculum with the general academic curriculum.

Andrew Mayo, our instrumental music teacher, was chosen West Hartford Teacher of the Year. Andy is a graduate of Princeton University. He was a regular classroom teacher in an urban school setting as part of the Teach for America Program. He received a Master's Degree in Music Education from The Hartt School of Music and has been a tireless advocate for all children. Because of Andy's efforts, Wolcott School's performance ensembles represent every aspect of our richly diverse student body. This marks the third time in four years that a Wolcott School teacher has been selected for this honor.

Last year, our school adopted a program designed to meet the needs of children with autism. The Applied Behavioral Analysis Program is a district wide program housed at our school and is a welcomed addition. This year, we added a Special Needs program to our school. The opportunity to include all types of learners in classrooms strengthens our instructional program and our school.

Our comprehensive school website is located at 'wolcottelementary.com'. The web site is a continuously evolving reflection of student achievement, helpful parent information and classroom based web pages.

Our school offers a wide variety of extra curricular activities. These include: Student Council, The Student Editorial Board, Jazz Ensemble, Drum Choir, Music Composition and The Runner's Club.

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