

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Wolcott School**West Hartford School District**

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Location: 71 Wolcott Road
West Hartford,
Connecticut

Website: 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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 497
5-Year Enrollment Change: -0.8%

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	105	21.1	15.9	36.7
K-12 Students Who Are Not Fluent in English	54	10.9	9.5	7.4
Students with Disabilities	43	8.7	10.4	10.9
Students Identified as Gifted and/or Talented	17	3.4	5.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	87.2	89.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	381	92.7	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	983	992

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	21.3	19.8	18.5
Grade 2	22.0	20.3	19.7
Grade 5	22.7	21.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	18
English Language Arts	422	422
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	18	19
Mathematics	200	199
Music	36	33
Physical Education	54	41
Science	75	97
Social Studies	74	88
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.2% 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	10.7	9.5	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	62.8	75.7	80.9

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	2.6	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	98.6	89.9
# of Print Volumes Per Student*	36.1	35.7	28.9
# of Print Periodical Subscriptions	31	22	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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	32.40
Paraprofessional Instructional Assistants	2.50
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	14.00
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	1.70
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.15

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	10.9	12.0	13.6
% with Master's Degree or Above	77.5	80.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.4	7.1	8.2
% Assigned to Same School the Previous Year	80.0	82.8	86.9

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.

At Wolcott School, we are committed to supporting the family's role in the education of our students. This year, we have initiated a Parent Reading and Math Tutor Program. The program has a paid coordinator and is funded through Title 1 funds. Parents will be trained in techniques to promote reading and math fluency. Our school sends home a weekly electronic 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 support strategies that will strengthen the home school connection. As always, we will be sponsoring a series of evening events, e.g., Family Math Night, that will help parents support the academic program in the 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 international dinners and/or events. 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 extracurricular 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 and community involvement and cooperation.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	80	16.1
Black	28	5.6
Hispanic	90	18.1
White	298	60.0
Total Minority	199	40.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

21.5% 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 24.

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 50 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 30-minute Town Meeting every Friday in the auditorium. All students and teachers attend both assemblies. Everyone from our school community is 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 ESOL Family Night and a Family Dance Night featuring dances from around the world. • Our Caring School Committee, comprised of parents and teachers, meets regularly to ensure that the needs of all students and families are adequately and appropriately met. This is a formal committee and they have identified specific areas of need that we regularly address. These include: transportation, student materials, student support for learning, scholarships, and case by case situations requiring assistance

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	30.7	65.6	50.3	15.6
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	63.6	70.9	57.0	59.6
Writing	61.1	71.4	58.3	55.1
Mathematics	65.9	75.4	62.4	54.6
Grade 4 Reading	71.6	68.6	59.9	67.8
Writing	71.1	74.7	63.6	60.2
Mathematics	81.1	77.6	67.0	75.0
Grade 5 Reading	71.6	76.0	61.8	67.0
Writing	85.5	80.2	68.2	83.6
Mathematics	88.1	85.4	72.4	81.6
Science	55.1	70.7	59.4	42.6
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	98.0	97.8	96.5

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 2008-09 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 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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.

Wolcott School is committed to continuous academic improvement in reading and mathematics achievement. This year, we did not achieve Adequate Yearly Progress in reading for Hispanic and economically disadvantaged students. Our improvement plan includes continued focus on Common Formative Assessments, Scientific Research-Based Intervention (SRBI) strategies, Marzano's Nine Effective Teaching Strategies, the Sheltered Instruction Observation Protocol (SIOP), refinement of the Special Education Learning Center Model, and implementation of the School Wide Positive Behavioral Support Model. These initiatives will be formally incorporated into our Wolcott School Plan for Continuous Improvement. The newly developed Special Education Learning Center Model continues to operate smoothly. The program reflects contemporary practice in the area of special education. Specifically, four resource teachers work in three learning centers located throughout the building. Each learning center offers a multi-categorical program. Each learning center teacher will focus on one or two grade levels. This model allows the learning center to coordinate services for a smaller cohort of regular education classrooms, which results in better communication, planning and student success. This year, our school implemented The School Wide Positive Behavioral Support Model based upon the work of Dr. George Sugai at The University of Connecticut. The model has several key features. These include: identified expectations for all students (respect, responsibility and readiness to learn); consistent steps for addressing inappropriate behavior; highly defined practices and procedures; and requirements that teachers reinforce expected behaviors. With the support of the PTO, we will continue our "Scientist in Residence" (SiR) partnership with the Roaring Brook Nature Center in Canton, CT. The SiR partnership will be funded by the PTO on an annual basis. Teachers will be provided with the training necessary to teach science effectively and in a manner that meets state and national standards. Instruction and training will take place in the classroom as well as in The Wolcott Children's Forest, which is adjacent to the school.

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 several 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 students in Grades 3 through 5 on a bi-weekly basis. Teachers work cooperatively to integrate the Spanish language curriculum with the general academic curriculum. Our school is delighted to offer 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. 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, Design Team, Drum Choir, Music Composition and The Runner's Club, Band, Orchestra and Choir. Our school holds a weekly Town Meeting every Friday afternoon. The goals of Town Meeting are to: celebrate the diversity of our student population; emphasize character education; provide an opportunity to model academic excellence and inspire all children to achieve academic mastery; celebrate students with special needs; encourage parents to visit the school in a manner that is positive and inspiring; and to foster a sense of community.
