

STRATEGIC SCHOOL PROFILE 2003-04

Elementary School K-6 Edition

Wolcott School
West Hartford School District

PLATO KARAFELIS, Principal
 School Type: Traditional/Regular

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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

School Grade Range K - 5
 Total January Enrollment 517
 5-Year Oct. Enrollment Change 15.7%

**FACILITIES, 2002-03**

of Permanent General Classrooms 26
 # of Portable Classrooms 4
 Year of Original Construction 1957

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 | 2003-04 | 12.6 | 13.0 | 29.2 |
| | 2002-03 | 16.4 | 13.0 | 28.8 |
| % of K-12 Students with Non-English Home Language | 2003-04 | 20.1 | 16.4 | 13.3 |
| | 1998-99 | 13.1 | 13.5 | 13.1 |
| % of Students above Entry Grade who Attended this School the Previous Year | 2003-04 | 90.0 | 88.8 | 87.5 |
| | 1998-99 | 84.8 | 84.9 | 84.9 |
| | Year | School | District | State |
| % of Kindergarten Students who Attended Preschool, Nursery School or Headstart | 2003-04 | 77.7 | 85.6 | 76.4 |
| | 1998-99 | 70.1 | 78.9 | 72.0 |

| 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) | 59 | 11.4 | 8.1 | 6.2 |
| Compensatory Education | 38 | 7.4 | 13.0 | 26.6 |
| Full or Extended Day Kindergarten | 95 | N/A | N/A | N/A |
| Gifted and Talented Program | 25 | 4.8 | 4.5 | 1.9 |
| Special Education | 34 | 6.5 | 11.5 | 11.2 |
| Prekindergarten | 0 | N/A | N/A | N/A |

JANUARY STUDENT RACE/ETHNICITY

| Race/Ethnicity | Number | Percent |
|-----------------|--------|---------|
| American Indian | 2 | 0.4 |
| Asian American | 63 | 12.2 |
| Black | 49 | 9.5 |
| Hispanic | 56 | 10.8 |
| White | 347 | 67.1 |
| Other | 0 | 0.0 |

Total Minority 2003-04 32.9%

Total Minority 1998-99 24.8%



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.

HANOC is run in cooperation with Duffy and Webster Hill Elementary Schools. The center is on Hillcrest Avenue. Many lower income and minority children from this area attend our school. Through open houses 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 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. We have also shifted our Title One program delivery to a more inclusion-oriented model. In this way our most vulnerable learners will no longer be pulled out of regular instruction. Instead, their remedial instruction will be delivered in the classroom in a manner that dovetails with regular classroom instruction.

SCHOOL RESOURCES

| Instructional Time* | School | District K-6 | State K-6 |
|-------------------------------------|---------------|---------------------|------------------|
| Total Hours of Instruction Per Year | 984 | 984 | 985 |

*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 | 57.4 |
| Voice | 100.0 | 100.0 | 68.7 |
| Internet Access | 100.0 | 100.0 | 94.7 |
| Multi-Room Network (LAN) | 100.0 | 100.0 | 70.9 |

| Computers | School | Dist K-6 | State K-6 |
|---|---------------|-----------------|------------------|
| # of Students Per Academic Computer | 4.7 | 4.7 | 4.2 |
| % of Computers that are High or Moderate Power | 68.8 | 87.6 | 63.4 |
| % of Computers with Internet Access, All Speeds | 100.0 | 100.0 | 89.0 |
| % of Computers with High Speed Internet Access | 100.0 | 100.0 | 86.8 |
| % of Internet Computers with Filtering Software | 100.0 | 100.0 | 94.6 |

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* | 27.2 | 30.8 | 24.8 |
| % of Print Volumes Purchased in the Last Three Years | 7.0 | 12.1 | 15.5 |
| # of Print Periodical Subscriptions | 35 | 24.3 | 16.4 |
| # of Non-Print Materials | 178 | 230.0 | 395.2 |

*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 |
|---------------------------|---------|---------------|-----------------|--------------|
| Grade K | 2003-04 | 18.8 | 19.8 | 18.7 |
| | 1998-99 | 19.3 | 19.9 | 18.6 |
| Grade 2 | 2003-04 | 20.5 | 20.4 | 19.8 |
| | 1998-99 | 20.3 | 19.4 | 20.1 |
| Grade 5 | 2003-04 | 23.5 | 21.6 | 21.4 |
| | 1998-99 | 25.7 | 22.2 | 21.5 |

| School Staff Count Full-Time Equivalent | 2003-04 | 2002-03 |
|--|----------------|----------------|
| # of Certified Staff | | |
| Teachers | 36.7 | 37.6 |
| Administrators | 1.0 | 1.0 |
| Library/Media Staff | 1.0 | 1.0 |
| Counselors, Social Workers, and School Psychologists | 1.3 | 1.3 |
| Other Professionals | 1.0 | 1.9 |
| # of Non-Certified Instructional | 3.5 | 3.5 |

| Professional Staff Race/Ethnicity | 2003-04 | 2002-03 | 1998-99 |
|--|----------------|---------------------|------------------|
| % Minority | 2.2 | 2.0 | 0.0 |
| Professional Staff Experience and Training | School | District K-6 | State K-6 |
| Average Number of Years Experience in Connecticut | 11.3 | 11.3 | 13.1 |
| % with Master's Degree or Above | 71.7 | 71.8 | 80.0 |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 34.8 | 33.3 | 28.0 |

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* | 420 | 414 | 424 | Yes |
| Family and Consumer Science | 0 | 0 | 1 | N/A |
| Health | 31 | 30 | 24 | No |
| Library Media Skills | 18 | 18 | 18 | Yes |
| Mathematics* | 202 | 201 | 188 | Yes |
| Music | 36 | 36 | 33 | No |
| Physical Education | 54 | 54 | 40 | No |
| Science* | 76 | 79 | 97 | No |
| Social Studies* | 75 | 73 | 96 | No |
| Technology Education | 0 | 0 | 2 | 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, 14.0% of K-6 schools have started world language instruction at this grade or earlier.

| Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills | Available in Mathematics | Available in Language Arts |
|--|--------------------------|----------------------------|
| Pull-Out Remedial Instruction | Yes | Yes |
| In-Class Tutorial | Yes | Yes |
| After School Program | Yes | Yes |
| Summer School (2003) | 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 2002-03 School Year | 0.6 | 1.0 | 2.1 |
| Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time | 5.7 | 7.0 | 8.3 |
| % Certified Staff Assigned to Same School the Previous Year | 87.0 | 88.2 | 84.8 |


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 Gen. % Meeting State Goal | School 2000-01 | School 2003-04 | District 2003-04 | State 2003-04 |
|---|---------------------------|---------------------------|-----------------------------|--------------------------|
| Grade 4 Reading | 65 | 61.7 | 67.8 | 54.3 |
| Writing | 68 | 69.1 | 75.9 | 65.8 |
| Mathematics | 69 | 58.0 | 70.9 | 57.6 |
| All Three Tests | 52.3 | 44.4 | 56.9 | 42.3 |
| 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 |
| All Three Tests | N/A | N/A | N/A | N/A |
| Participation Rate | 100.0 | 100.0 | 97.1 | 97.4 |



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 | 22.5 | 41.0 | 32.1 |
| Grade 6 | N/A | N/A | N/A |

| Student Attendance | School | District K-6 | State K-6 |
|---------------------------|---------------|-------------------------|----------------------|
| % on October 1, 2003 | 97.7 | 97.4 | 97.1 |

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 4-year period 2000 - 2003 (CMT 3rd Generation) demonstrates that Wolcott's students consistently improved or maintained their scores in reading, writing, and mathematics with a slight dip in the most recent test administration. The trends in the data are as follows:

- In Reading, CMT scores for the past 4 years were 65%, 70%, 73% and 62% respectively.
- In Mathematics, CMT scores for the past 4 years were 69%, 81%, 76% and 58% respectively.
- In Writing, CMT scores for the past 4 years were 68%, 78%, 77% and 70% 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 include a renewed effort to address reading achievement and maintaining a building schedule that will provide large blocks of time for skills-based group instruction at all grade levels. This is the second 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 2. We are also installing a new, computer assisted instruction program in the area of 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.

For the 2004-05 school year, we received 11 grants from the Foundation for West Hartford Public Schools totaling \$11,000. 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 used to purchase non-fiction books, and bring in master teachers among other things.

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. This project is supported by the town, the school system, The National Audubon Society, and The National Wildlife Foundation.

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

