

STRATEGIC SCHOOL PROFILE 2000-01

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).
 Data were provided by the local school district during the fall of 2000.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 464
 5-Year Enrollment Change -5.3%*

**FACILITIES**

of Permanent General Classrooms 21
 # of Portable Classrooms 4
 Year of Original Construction 1957

*Between 1995 and 2000, was redistricted

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	17.4	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	19.2	15.3	13.8
	1998-99	13.1	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	93.4	89.8	86.3
	1995-96	84.8	87.0	85.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	76.2	88.5	74.7
	1995-96	91.7	78.8	69.1

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)	46	9.9	6.1	5.1
Compensatory Education	47	10.1	12.3	23.1
Extended Day Kindergarten	84	N/A	N/A	N/A
Gifted and Talented Program	29	6.3	4.9	2.3
Special Education	37	8.0	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	49	10.6
Black	33	7.1
Hispanic	61	13.1
White	321	69.2

Total Minority 2000-01 30.8%

Total Minority 1995-96 22.7%



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, The Family Resource Center and Site Based Planning.

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 a faculty meeting at the center and we have donated computer equipment to the center. Our half-time social worker coordinates the activities at Wolcott School with HANOC.

Our school holds a 45-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.

Three years ago our school formed a Family Resource Center (FRC). The FRC provides a wide variety of services to our families. This year, the FRC funds were used to provide a heavily attended and well received six week course titled, "Helpful Strategies for the Family." We also sponsored a very successful pre-school program for incoming kindergarten students.

Finally, we are currently conducting a broad based, site based planning process to assess our school's mission, objectives, and tactics. One of our four objectives relates to strategies for inclusion of all students, parents, and teachers in the life of the school. Another objective relates to strategies for promoting respect and responsibility within the school community.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	979

*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	87.1	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.9	4.9	5.2
% of Computers that are High or Moderate Power	100.0	97.8	86.6
% of Computers with High Speed Internet Access	100.0	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	30.2	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	5.7	14.5	16.5
# of Print Periodical Subscriptions	32	23.1	18.6
# of Non-Print Materials	40	239.1	401.6

*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	2000-01	21.0	19.3	18.1
	1995-96	22.7	19.1	19.6
Grade 2	2000-01	20.5	19.7	19.5
	1995-96	20.8	19.8	20.6
Grade 5	2000-01	21.3	20.8	21.7
	1995-96	23.8	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	33.8	33.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.6	N/A
Other Professionals	1.0	N/A
# of Non-Certified Instructional	3.5	9.5

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	0.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	13.4	11.7	13.2
% with Master's Degree or Above	68.3	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	34.1	35.5	25.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	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 1999-2000 School Year	0.9	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	11.7	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	90.2	85.3	80.9

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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	65	74	56.9
Writing	68	75	57.5
Mathematics	69	81	60.2
All Three Tests	52.3	60.9	40.2
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	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	75.9	83.4	69.2
Writing	84.0	87.9	76.5
Mathematics	83.8	90.7	78.1
Grade 6 Reading	84.5	86.3	73.0
Writing	87.2	87.5	79.3
Mathematics	90.4	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	15.5	44.2	31.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	97.2	96.5	96.1

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 period 1993-2000 demonstrates that Wolcott's students consistently improved their scores in reading, writing, and mathematics. The trends in the data are as follows:

- The percent of fourth grade students at or above goal in reading has shown a positive trend for the seven-year period 1993-2000. The percentage of students achieving goal averaged 60% from 1993-1996. The percentage of students achieving goal averaged 64% from 1997-2000.
- The percent of fourth grade students at or above goal in mathematics has shown a positive trend for the seven-year period 1993-1999. The percentage of students achieving goal averaged 59% from 1993-1996. The percentage of students achieving goal averaged 72% from 1997-2000.
- The percent of fourth grade students at or above goal in writing has shown a positive trend for the seven-year period 1993-1999. The percentage of students achieving goal averaged 37% from 1993-1996. The percentage of students achieving goal averaged 65% from 1997-2000.

Student Accomplishment

Many Wolcott students take part in a variety of programs designed to increase academic performance. These include: differentiated instructional groupings in reading, math, and writing; parent tutor programs in reading and mathematics; remedial phonics instruction at selected grade levels; formal periodic assessments in reading, writing, and mathematics; and participation in a variety of summer school opportunities.

Areas of Need and Plans for Improvement

Building goals for the current year include a focus on techniques for differentiating instruction to meet the needs of all students in all classrooms. With district support, we have adopted and implemented a new reading program for first grade.

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.

Wolcott School has been involved in an inter-district program aimed at developing literacy while increasing our understanding of diversity. The Bushnell PARTNERS program incorporates artistic and culture based integrated learning units into every grade one through grade five classroom in eight partner schools from Bloomfield, Hartford, and West Hartford. Our students have often visited other schools and students from other schools have often visited our school. Each year, all eight schools come together at The Bushnell to celebrate the culmination of this wonderful program.

This year, 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 year, our school completed installation of a fully networked computer infrastructure grant. All classrooms are now wired for the Internet. We also have local and wide area networking capabilities. Our library has also been completely automated using the Athena system. Over time, we plan to explore the many opportunities that technology will make available to us.

Finally, our school was recognized by the Kennedy Center in Washington D.C. as Connecticut's School of Excellence in the Arts.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. 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**

