

**STRATEGIC SCHOOL PROFILE 2001-02**

Elementary School K-6 Edition

**Wolcott School**  
**West Hartford School District**

PLATO KARAFELIS, Principal  
 School Type: Traditional/Regular

Telephone: 860-561-2300

---

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 2001.

---

**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                              499  
 5-Year Enrollment Change                9.9%

**FACILITIES**

# of Permanent General Classrooms      21  
 # 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
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	15.6	12.3	25.7
	2000-01	17.4	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	17.8	15.1	14.1
	1998-99	13.1	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	93.5	89.6	86.2
	1996-97	83.6	84.6	85.4
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	72.3	85.7	75.1
	1996-97	77.2	77.7	69.4

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)	54	10.8	6.7	5.3
Compensatory Education	64	12.8	12.4	24.1
Full or Extended Day Kindergarten	83	N/A	N/A	N/A
Gifted and Talented Program	29	5.8	3.7	2.2
Special Education	38	7.6	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	56	11.2
Black	43	8.6
Hispanic	59	11.8
White	340	68.1

**Total Minority 2001-02** 31.9%

**Total Minority 1996-97** 26.2%



### 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 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 faculty meetings at the center and we have donated computer equipment 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 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 18 months we conducted a broad based, site based planning process to assess 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. We were successful in our efforts to have a part time position funded for this specific purpose. The final objective, Respect and Responsibility, seeks to ensure that we implement strategies for promoting respect and responsibility within the school community.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	984	984	982

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	100.0	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	5.0	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	100.0	84.5	77.1
% of Computers with High Speed Internet Access	100.0	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	29.7	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	6.8	15.1	17.2
# of Print Periodical Subscriptions	30	23.6	18.2
# of Non-Print Materials	171	193.6	406.3

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2001-02	20.8	20.3	18.3
	1996-97	26.3	20.2	19.2
Grade 2	2001-02	18.8	19.6	19.6
	1996-97	19.8	18.4	20.5
Grade 5	2001-02	23.0	21.4	21.5
	1996-97	24.3	21.5	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	34.7	33.8
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.1	0.6
Other Professionals	1.9	1.0
# of Non-Certified Instructional	3.5	3.5

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</b>
% Minority	0.0	0.0	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	12.0	10.8	13.0
% with Master's Degree or Above	78.3	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	34.8	29.1	24.8

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	18	N/A
English Language Arts*	420	415	426	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	186	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	97	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, 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	No	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2001)	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 2000-01 School Year	0.0	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	7.7	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	58.7	60.4	83.0


## 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2001-02</b>	<b>District 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	65	70	74	57.9
Writing	68	78	77	61.2
Mathematics	69	81	81	61.0
All Three Tests	52.3	62.3	63.3	42.8
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	98.7	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	6.6	40.1	32.1
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2001	95.2	96.8	95.9

---

## 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 nine year period 1993 - 2001 demonstrates that Wolcott's students consistently improved their scores in reading, writing, and mathematics.

- The percent of fourth grade students at or above goal in reading has shown a positive trend for the nine-year period 1993-2001. The percentage of students achieving goal averaged 60% from 93-97. The percentage of students achieving goal averaged 66% from 98-2001.
- The percent of fourth grade students at or above goal in mathematics has shown a strong positive trend for the nine-year period 1993-2001. The percentage of students achieving goal averaged 60% from 93-97. The percentage of students achieving goal averaged 76% from 98-2001.
- The percent of fourth grade students at or above goal in writing has shown a strong positive trend for the nine-year period 1993-2001. The percentage of students achieving goal averaged 44% from 93-97. The percentage of students achieving goal averaged 67% from 98-2001.

**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. The results of these assessments are shared with parents at each parent conference.

**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. Toward this end, we have designed an instruction schedule that will provide large blocks of time for skills-based group instruction at all grade levels. With district support, we have adopted and implemented a new reading program for first and second grade. We have secured funding to hire a part time volunteer coordinator who will ensure that many parents and volunteers are enlisted in the effort to improve our academic and co-curricular program.

---

## 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. a Connecticut School of Excellence in the Arts.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . 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 <a href="http://www.whps.org">www.whps.org</a>
--

