

STRATEGIC SCHOOL PROFILE 2012-13

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 Education
School Grade Range: K - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 500
5-Year Enrollment Change: 6.4%**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	132	26.4	18.0	41.3
K-12 Students Who Are Not Fluent in English	44	8.8	7.5	8.1
Students with Disabilities	52	10.4	9.4	11.2
Students Identified as Gifted and/or Talented	22	4.4	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	63	77.8	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	401	95.7	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	20.5	19.6	18.9
Grade 2	13.6	19.3	19.8
Grade 5	19.5	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% of elementary and middle schools that serve Grade 3 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	8.8	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.5	87.1	79.2

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	2.3	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	27.9	37.3	29.7
# of Print Periodical Subscriptions	11	17	10

*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		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.
General Education: Teachers and Instructors	33.20	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	6.00	
Paraprofessional Instructional Assistants	17.00	
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	0.90	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	13.05	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.0	13.0	13.7
% with Master's Degree or Above	81.8	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	10.4	8.2	9.1
% Assigned to Same School the Previous Year	72.7	84.4	84.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school website is devoted to homepages.

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. Toward that end, we have significantly increased our efforts to involve parents in the daily operation of the school. We have ensured that parents are represented on the School Safety and Climate Committee. Parents have been recruited to serve on all town wide committees and report back to the PTO on a regular basis. We have conducted teacher, student and parent surveys to assess our effectiveness. All survey results have been shared in a timely manner and our school plan reflects goals related to the feedback we have received. For example, parents shared their concerns about student access to technology, building appearance, and building resources. Each of these items has been addressed. Our school sends home weekly newsletters, e-mail alerts and automated phone messages. Each of these communication mechanisms contains important information about curriculum, child development and school events and activities. 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. Alternatives to technology based communication are offered to all parents. For example, through our Caring School initiative we are able to offer cab fare to any parent who has to take the city bus to get to the school. We are also willing to visit student homes or conduct parent conferences over the phone. 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 and community involvement and cooperation.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.6
Asian American	94	18.8
Black	45	9.0
Hispanic	80	16.0
Pacific Islander	0	0.0
White	265	53.0
Two or more races	13	2.6
Total Minority	235	47.0

Percent of Minority Professional Staff: 4.0%

Non-English Home Language :

24.4% 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 26.

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: a planned program of comprehensive academic support, cooperation with the Hillcrest Area Neighborhood Outreach Center (HANOC), Harambe, Town Meeting, and the Caring School initiative. •The ability to read, write and compute effectively and with skill is a great equalizer. Toward that end, our teachers coordinate and implement a planned, data based program of instruction to ensure that children from all racial, ethnic and economic backgrounds will be academically successful. •The HANOC Center is on Hillcrest Avenue. Approximately 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 funds, computer equipment and furniture to the center. Our school-based social worker coordinates the activities at Wolcott School with HANOC. •Harambe and Town Meeting – As part of our commitment to building community, our school holds two weekly assemblies. All students and teachers attend both assemblies. Everyone from our school community is invited to attend and parent attendance is consistently high and diverse. At these forums, we share student success in academics, arts, leadership, and athletics. The accomplishments of children from all racial, ethnic, and economic backgrounds are celebrated. •Our Caring School Committee 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, including transportation, student support for learning, scholarships, and family 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	40.6	70.7	52.0	29.1
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	73.7	71.7	56.9	77.0
Writing	72.7	75.8	60.0	72.5
Mathematics	65.4	73.1	61.4	52.8
Grade 4 Reading	67.7	75.4	62.6	56.5
Writing	66.3	73.9	63.0	53.2
Mathematics	63.6	73.0	65.1	45.8
Grade 5 Reading	70.1	79.4	66.9	53.5
Writing	69.0	81.0	65.6	56.6
Mathematics	72.9	81.2	69.2	53.3
Science	58.3	76.3	62.3	43.2
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	97.6	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 2011-12 school year, 7 students were responsible for these incidents. These students represent 1.4% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	2
Theft	0	0
Physical/Verbal Confrontation	1	2
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	1
Total	2	5

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. Our school improvement plan included 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 (PBIS) Model. These initiatives have been formally incorporated into our Wolcott School Plan for Continuous Improvement. Our Special Education Learning Center Model continues to operate effectively. The program reflects contemporary practice in the area of special education. Specifically, six resource teachers work in three Learning Centers located throughout the building. Each Learning Center offers a multi-categorical program. This model allows each Learning Center to coordinate services for a smaller cohort of regular education classrooms, which results in better communication, planning and student success. This year, three of our Learning Center teachers have made the commitment to achieve certification as a Board Certified Behavior Analyst. This is in response to a building based need and will improve the effectiveness of their instruction and our overall program. This is the third year of our school's implementation of the PBIS 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 reinforcing expected behavior; and highly defined practices and procedures. This year, our school community will continue to participate in formal professional development on the model sponsored by CREC. With the support of the PTO, we will continue to fund activities that enhance and support the school's academic offerings. Specifically, the PTO supports The Children's Forest, adjacent to the school, as an outdoor science lab. Teachers are provided with the training necessary to teach science effectively and in a manner that meets state and national standards.

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 district funding, 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 and The Wolcott Children's Forest Science Education initiative. 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
