

**STRATEGIC SCHOOL PROFILE 2005-06**

Elementary School K-6 Edition

**Wolcott School  
West Hartford School District**

PLATO KARAFELIS, Principal

Telephone: (860) 561-2300

---



---

 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

---



---

**STUDENT ENROLLMENT**

Total Enrollment: 513

5-Year Enrollment Change: 10.6%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K- 5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2005-06	14.2	13.5	27.6
	2002-03	16.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	22.0	17.5	13.3
	2000-01	19.2	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	87.4	89.5	86.8
	2000-01	93.4	89.8	86.3
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	68.4	84.0	79.2
	2000-01	76.2	88.5	74.7

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	66	12.9	9.5	6.7
Compensatory Education	60	11.7	12.2	24.1
Full or Extended Day Kindergarten	79	N/A	N/A	N/A
Gifted and Talented Program	22	4.3	3.9	1.9
Special Education	33	6.4	11.0	11.2
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	75	14.6
Black	35	6.8
Hispanic	72	14.0
White	330	64.3

**Total Minority 2005-06** 35.7%

**Total Minority 2000-01** 30.8%



### 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, a new Respect and Responsibility Room and Program, improved transportation and several site based planning initiatives.

The HANOC Center is on Hillcrest Avenue. Many lower income and minority children from this area attend our school. Through open houses, block parties, 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 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 assemble every Monday morning in the auditorium. It is called Harambe, which is Swahili for 'coming together'. We also hold a 40-minute Town Meeting every Friday in the auditorium. All students and teachers attend both assemblies. Everyone from our school community is also invited to attend. Harambe and Town Meeting are forums 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 Harambe and 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.

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. This year, we are implementing a program to address Respect and Responsibility. Through this program we will ensure the implementation of strategies to promote respect and responsibility within the school community. The program has a dedicated room and will be run by teachers, the school psychologist and the school social worker.

## SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	988

\*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	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.6	4.1	3.9
% of Computers that are High or Moderate Power	90.1	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	29.7	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	9.2	11.5	13.6
# of Print Periodical Subscriptions	35	21.5	15.1
# of Non-Print Materials	243	247.7	408.8

\*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	
Gr. K	2005-06	19.8	20.2	18.3
	2000-01	21.0	19.3	18.1
Gr. 2	2005-06	19.4	19.5	19.7
	2000-01	20.5	19.7	19.5
Gr. 5	2005-06	22.5	22.4	21.2
	2000-01	21.3	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	35.0	35.2
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	1.3
Other Professionals	1.9	1.9
# of Non-Certified Instructional	4.5	3.0

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	2.2	2.2	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	12.2	10.9	12.8
% with Master's Degree or Above	78.3	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.6	34.4	30.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	0	2	17	N/A
English Language Arts*	427	420	425	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	23	No
Library Media Skills	18	18	19	No
Mathematics*	202	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	No
Science*	76	79	96	No
Social Studies*	75	73	96	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, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2005)	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 2004-05 School Year	0.0	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.6	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	87.0	80.1	84.5


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	59.7	60.5	54.4	2.0	94.3
Writing	72.4	68.4	61.0	2.4	100.0
Mathematics	70.1	66.8	56.3	4.1	100.0
Grade 4 Reading	69.5	71.5	57.8	2.8	96.4
Writing	62.1	68.6	62.8	2.8	96.1
Mathematics	67.4	68.9	58.8	3.4	96.4
Grade 5 Reading	79.1	75.9	60.9	0.0	97.1
Writing	74.7	76.1	65.0	5.6	98.3
Mathematics	78.0	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



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 % Passing All 4 Tests	School	District	State
 Grade 4	16.0	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	98.1	98.0	96.5

---

## 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***

The first administration of the Fourth Generation Connecticut Mastery Test established a baseline for student achievement in Reading, Writing and Mathematics across all students in Grades 3, 4 and 5. The trend data for this administration demonstrates that Wolcott's students improved or maintained their scores in reading, writing, and mathematics over time with the highest achievement occurring in Grade 5. The trends in the data are as follows:

- In Reading, CMT scores were 60%, 70% and 79% in Grades 3, 4 and 5 respectively.
- In Mathematics, CMT scores were 72%, 62% and 75% in Grades 3, 4 and 5 respectively.
- In Writing, CMT scores were 70%, 67% and 78% in Grades 3, 4 and 5 respectively.

### ***Student Accomplishment***

Over 3,000 pieces of excellent writing were submitted to the school's Magical Mailbox in the 2005-2006 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 for the current year include a renewed effort to address academic achievement in all areas. Specifically, we are developing an online reading frameworks document that will enable teachers to coordinate reading instruction more effectively. We are also maintaining a building schedule that will provide large blocks of time for skills-based group instruction at all grade levels. We are implementing a new mathematics program at Grades K-5. We have completed installation of a 20 computer lab in the primary wing. The lab will provide computer assisted instruction in math and reading through a program called Successmaker. 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.

This year, we received 13 grants from the Foundation for West Hartford Public Schools totaling \$12,774. 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 able to purchase nonfiction books and bring in master teachers among other things. We also received a grant from Pratt and Whitney to develop a new Macromedia Flash based website.

Matthew Dicks, a third grade teacher at Wolcott, was selected West Hartford Teacher of the Year for 2005-06 and was one of four finalists for state teacher of the year. Jo McGinnis was selected as the Outstanding Elementary School Art Teacher for the State of Connecticut by the Connecticut Art Education Association. Mr. Dicks and our Curriculum Specialist Deb Berger had articles published by the Association for Supervision, Curriculum and Development, which is a highly respected professional organization in the field of education.

This year, we are implementing a new Respect and Responsibility program. The program will be housed in a dedicated space. Students will be trained in a wide variety of conflict resolution and peer mediation techniques. For the past eleven 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. 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](http://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](http://www.whps.org/school/wolcott/index.htm)



Filename: ELEMA450.DOC  
Directory: J:\SSPbox\SSP Internet 2005-06  
Template: C:\Documents and Settings\cloudr\Application  
Data\Microsoft\Templates\Normal.dot  
Title: 155-15  
Subject:  
Author: csde  
Keywords:  
Comments:  
Creation Date: 11/30/2006 3:21 PM  
Change Number: 1  
Last Saved On: 11/30/2006 3:21 PM  
Last Saved By: csde  
Total Editing Time: 1 Minute  
Last Printed On: 12/1/2006 2:46 PM  
As of Last Complete Printing  
Number of Pages: 7  
Number of Words: 2,420 (approx.)  
Number of Characters: 12,929 (approx.)