

DRAFT

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Wilcoxson School**Stratford School District**

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Telephone:

Location: 600 Wilcoxson Ave.
Stratford,
Connecticut

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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: K - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 376
5-Year Enrollment Change: -5.5%

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	137	36.4	45.3	41.3
K-12 Students Who Are Not Fluent in English	41	10.9	6.0	8.1
Students with Disabilities	21	5.6	8.7	11.2
Students Identified as Gifted and/or Talented	4	1.1	3.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	72.1	79.6	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	322	96.7	97.5	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,005	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	21.5	19.6	18.9
Grade 2	23.5	20.3	19.8
Grade 5	19.3	21.1	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	29	33
Computer Education **	12	19
English Language Arts **	468	429
Family and Consumer Science	0	0
Health **	18	20
Library Media Skills **	29	20
Mathematics **	169	201
Music **	29	35
Physical Education **	71	43
Science **	104	99
Social Studies **	70	90
Technology Education **	6	3
World Languages	0	15

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	10.9	6.0	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	59.4	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	81.0	81.8	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	2.2	2.6	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	45.3	31.9	29.7
# of Print Periodical Subscriptions	6	11	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	23.55	
Paraprofessional Instructional Assistants	1.00	
Special Education: Teachers and Instructors	1.50	
Paraprofessional Instructional Assistants	1.00	
Library/Media Specialists and/or Assistants	1.00	
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	1.40	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	5.70	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.0	12.0	13.7
% with Master's Degree or Above	92.6	88.0	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.7	8.8	9.1
% Assigned to Same School the Previous Year	92.6	85.1	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.

Parent involvement is welcomed and encouraged at Wilcoxson Elementary School. The School Messenger system is utilized to distribute a weekly school newsletter. It is also used to provide reminders of upcoming events or to disseminate information in an emergency. The newsletter and school website each contain a calendar of upcoming events. They also provide information regarding assessments, student data, and school or district policies. A school handbook is created and distributed each year. School and district initiatives are outlined at Open House in the fall. Teachers are encouraged to maintain accurate student data and provide parents with frequent updated information through telephone calls, email, written correspondence, or parent conferences. The Parent Portal is a tool used to keep parents informed of their child's grades, as well as late assignments, tardies, and absences. Parents are invited into the school to volunteer within classrooms or in the library on a daily basis. Teachers and staff often hold parent workshops to inform parents about current academic or behavioral initiatives. Our Wilcoxson PTSA and Father's Club organize numerous opportunities for our students and their parents to enjoy throughout the year. Examples of these activities include bingo nights, restaurant nights, and movie nights. Parents provide support for many building initiatives, such as book fairs, fundraising efforts, and holiday events. Wilcoxson Fathers Club also provides the building staff with grant opportunities two times per school year. Classroom teachers, specialists, and support staff are able to purchase materials or fund activities with the money received. Wilcoxson families and staff continue to work together to develop relationships and provide the students with a quality school experience.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	4.5
Black	54	14.4
Hispanic	89	23.7
Pacific Islander	0	0.0
White	204	54.3
Two or more races	12	3.2
Total Minority	172	45.7

Percent of Minority Professional Staff: 5.9%

Non-English Home Language :

13.8% 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 13.

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.

Wilcoxson Elementary School strives to promote a balanced educational experience for all students. We continue to participate in the Stratford Racial Balance Plan, which seeks to provide equality through attendance waivers to balance enrollment throughout the district. The students at Wilcoxson School represent a diverse population with a wide variety of backgrounds. Wilcoxson School has numerous programs put in place to provide academic support to all learners. Students with limited English language skills are provided ELL support within the classroom. In addition, many notices, signs, and announcements are made in both English and Spanish in an effort to reach more families. Students have an opportunity to receive breakfast and lunch at reduced rates when meeting eligibility requirements. Our school and classroom libraries provide students with multi-cultural books and resources. All students have the opportunity to access computers, the internet, and other technological resources throughout the year. Our PTSA provides the students with assemblies or programs that expose them to different cultures and customs around the world. Character Education is emphasized for all students through a building-wide "Caught Being Good" incentive. Students at Wilcoxson receive motivational support through a mentoring program within the school. Students are encouraged to develop relationships, assume responsibility, and support community programs through the newly created Wilcoxson Student Council. "Social Thinking" lessons promote positive peer relationships and increase student engagement in academic lessons. Students participate in field trips that provide numerous opportunities for enriching experiences, such as the "Festival of Cultures" and Nature's Classroom, and financial assistance is provided to ensure an equal opportunity for all. The Wilcoxson Fathers Club encourages male figures to get involved in school activities and initiatives and helps to provide materials to supplement the classroom curriculum.

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	75.8	64.3	52.0	89.4
Grade 6	72.3	65.9	50.6	90.5

*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	61.4	54.7	56.9	55.0
Writing	66.1	59.9	60.0	57.8
Mathematics	61.4	57.5	61.4	46.6
Grade 4 Reading	67.7	62.8	62.6	56.5
Writing	48.4	62.1	63.0	26.8
Mathematics	71.0	64.0	65.1	57.7
Grade 5 Reading	60.0	60.7	66.9	38.4
Writing	53.6	57.5	65.6	31.3
Mathematics	49.1	61.4	69.2	21.8
Science	62.1	63.8	62.3	48.8
Grade 6 Reading	72.3	73.5	73.3	47.3
Writing	83.0	67.5	65.1	82.2
Mathematics	53.2	61.8	67.0	30.9

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	98.4	97.3	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, 23 students were responsible for these incidents. These students represent 5.9% 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	7	0
Theft	0	0
Physical/Verbal Confrontation	2	1
Fighting/Battery	5	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	14	0
Total	28	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Wilcoxson's School Improvement Plan is updated on a yearly basis, with input from the staff, administration, and parents. This plan outlines specific areas of need, goals to achieve, strategies for improvement, and the resources and staff necessary to meet the goals. This plan is reviewed periodically throughout the year to monitor progress and remaining initiatives. This SIP is aligned with and created based on the outline and format of Stratford's District Improvement Plan. Results from state and district assessments are analyzed, areas in need of improvement are identified, and SMART goals are created during weekly grade-level data team meetings. Through this process, specific skills or concepts are targeted, strategies are discussed, and a time frame for completion is established. Students are placed in small flexible groups for remediation. Staff provides small group or individual support to students based on current levels of performance in all subject areas. Building reading consultants, ELL staff, resource staff, and tutors provide additional assistance in reading, writing, and math for students performing below proficiency. Progress is closely monitored, and discussed in six week intervals. Groupings or lessons will change based on the needs of the students and the amount of progress made. Wilcoxson provides afterschool tutorial support for students in kindergarten through grade six. The special education staff closely collaborates with classroom teachers to provide differentiated lessons, activities, or alternate curriculum based on student need. In-class support and co-teaching models are encouraged. Attendance and office referral data are analyzed on a monthly basis, so areas of concern can be addressed or particular students can receive support.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Wilcoxson School is proud of the sense of community and cooperation within our building. A collaborative approach is used for all initiatives, and staff work together to incorporate many academic and behavioral strategies into their instruction. School climate data is closely analyzed throughout the year, and efforts are continually made to promote positive interactions between all students, families, and staff. Classroom lessons are taught that focus on a particular social skill and its application. A building-wide behavioral management plan is used, and teachers supplement this plan with classroom incentives. Students are frequently rewarded and recognized for demonstrating the Six Pillars of Character through our "Caught Being Good" initiative. Students are encouraged to develop their leadership skills through the safety patrol program, Student Council, and recycling volunteers. Wilcoxson staff members apply for and have received grants that have provided our students with enriching opportunities that enhance the curriculum. In recent years, efforts have been made to beautify the grounds at Wilcoxson. A previous sixth grade class created a memorial garden in the front of the school, and the Fathers Club completed a brick walkway on the side of the school. We are fortunate to have a very involved PTSA and Father's Club who closely collaborate with building staff to develop positive relationships and plan beneficial experiences for our students.
