

Draft STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Frisbie School**Wolcott School District***See <https://www.csde.state.ct.us/public/help/ssp/> for information on corrections and narratives.*RICHARD T. DORVAL, Principal
Telephone: (203) 879-8146Location: 24 Todd Road
Wolcott,
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- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 385

5-Year Enrollment Change: -3.8%

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 | 65 | 16.9 | 15.1 | 34.2 |
| K-12 Students Who Are Not Fluent in English | 13 | 3.4 | 2.9 | 7.3 |
| Students with Disabilities | 35 | 9.1 | 10.1 | 10.9 |
| Students Identified as Gifted and/or Talented | 12 | 3.1 | 2.8 | 2.3 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 45 | 84.9 | 85.6 | 78.8 |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 311 | 93.7 | 91.6 | 86.3 |

PROGRAM AND INSTRUCTION

| Instructional Time | School | State Elementary Schools |
|----------------------|--------|--------------------------|
| Total Days per Year | 184 | 181 |
| Total Hours per Year | 1,038 | 988 |

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 | 17.7 | 17.8 | 18.3 |
| Grade 2 | 17.3 | 18.0 | 19.3 |
| Grade 5 | 22.7 | 21.7 | 21.0 |

| Required Hours of Instruction Per Year in Selected Subject Areas | | |
|--|--------|-------|
| Grade 5 | School | State |
| Art ¹ | 36 | 30 |
| Computer Education ¹ | 12 | 17 |
| English Language Arts ¹ | 443 | 427 |
| Family and Consumer Science | 0 | 1 |
| Health ¹ | 26 | 22 |
| Library Media Skills | 0 | 18 |
| Mathematics ¹ | 275 | 198 |
| Music ¹ | 27 | 32 |
| Physical Education ¹ | 36 | 40 |
| Science ¹ | 118 | 98 |
| Social Studies ¹ | 65 | 89 |
| Technology Education | 0 | 3 |
| World Languages | 0 | 12 |

¹Interdisciplinary approach

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.

| Special Programs | School | Elementary Schools | |
|--|--------|--------------------|-------|
| | | District | State |
| % of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services | 3.4 | 2.9 | 7.0 |
| % of Identified Gifted and/or Talented Students Who Received Services | 100.0 | 100.0 | 79.7 |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 80.0 | 72.8 | 80.3 |

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 | 2.6 | 3.0 | 3.3 |
| % of Computers with Internet Access | 100.0 | 100.0 | 99.0 |
| % of Computers that are High or Moderate Power | 100.0 | 100.0 | 94.5 |
| # of Print Volumes Per Student* | 22.8 | 27.0 | 28.2 |
| # of Print Periodical Subscriptions | 15 | 19 | 13 |

*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 | |
|---|-------|
| General Education: Teachers and Instructors | 26.90 |
| Paraprofessional Instructional Assistants | 3.00 |
| Special Education: Teachers and Instructors | 3.00 |
| Paraprofessional Instructional Assistants | 4.00 |
| 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 | 1.25 |
| School Nurses | 1.00 |
| Other Staff Providing Non-Instructional Services and Support | 10.50 |

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.

| Teachers and Instructors | School | Elementary Schools | |
|---|---------------|---------------------------|--------------|
| | | District | State |
| Average Number of Years of Experience in Education | 12.3 | 13.4 | 13.3 |
| % with Master's Degree or Above | 65.6 | 63.0 | 78.1 |
| Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time | 5.8 | 5.7 | 8.7 |
| % Assigned to Same School the Previous Year | 96.9 | 96.9 | 83.4 |

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Your text will appear here. For complete instructions, tips for writing narratives, and a sample narrative, go to: <https://www.csde.state.ct.us/public/help/ssp/>

Maximum length: 25 lines

*Describe your school's efforts to involve your students' parents in their children's education. **Connecticut general statute requires that you address how your school supports parents working at home with their children on learning activities.** Report on additional ways in which your school involves parents, such as:*

- *helping parents create a home environment that encourages and supports learning*
- *promoting ongoing, effective, two-way communication with parents about*
 - *their children's progress and needs*
 - *the school's programs and activities*
- *recruiting and supporting parents as volunteers.*

You might find it helpful to refer to the Connecticut State Board of Education's Standards for School-Family-Community Partnerships. They are online at www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Family/SFCP/RevPos.pdf.

Use the school improvement narrative to report efforts to involve parents in school improvement plans and activities.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 1 | 0.3 |
| Asian American | 14 | 3.6 |
| Black | 2 | 0.5 |
| Hispanic | 17 | 4.4 |
| White | 351 | 91.2 |
| Total Minority | 34 | 8.8 |

Percent of Minority Professional Staff: 2.7%

Non-English Home Language: 8.3% 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 19.

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.

Your text will appear here. For complete instructions, tips for writing narratives, and a sample narrative, go to: <https://www.csde.state.ct.us/public/help/ssp/>

Maximum length: 20 lines

Describe the efforts of the school to reduce racial, ethnic and economic isolation during the 2008-09 school year. This description should include counts of the students and teachers involved, where appropriate. Space is limited; give priority to activities that bring students into direct contact with students from different racial, ethnic, and economic backgrounds. Describe the progress made over the years. Report on:

- *Educational opportunities for students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.*
 - *Inter- or intradistrict choice programs whose purpose is to reduce racial, ethnic and economic isolation. Do not include vocational agriculture programs.*
 - *Open-Choice and student exchange programs.*
 - *Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.*
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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 | 47.3 | 57.1 | 33.6 | 78.1 |
| 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 | 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 |
| Grade 4 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 |
| Grade 5 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 |
| Science | N/A | N/A | N/A | N/A |
| 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 | 99.2 | 98.3 | 95.9 |

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 2007-08 school year, 5 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

| Number of Incidents by Disciplinary Offense Category, 2007-08 | | |
|---|----------------------|----------------|
| Offense Category | Location of Incident | |
| | School | Other Location |
| Violent Crimes Against Persons | 0 | 0 |
| Sexually Related Behavior | 2 | 0 |
| Personally Threatening Behavior | 0 | 0 |
| Theft | 0 | 0 |
| Physical/Verbal Confrontation | 2 | 0 |
| Fighting/Battery | 0 | 0 |
| Property Damage | 0 | 0 |
| Weapons | 0 | 0 |
| Drugs/Alcohol/Tobacco | 0 | 0 |
| School Policy Violations | 2 | 0 |
| Total | 6 | 0 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Your text will appear here. For complete instructions, tips for writing narratives, and a sample narrative, go to: <https://www.csde.state.ct.us/public/help/ssp/>

Maximum length: 25 lines

Describe your school's improvement plans and activities. Include:

- *efforts to engage parents in the planning and improvement of school programs*
- *improvement of special education programs and services.*

SUPPLEMENTAL SCHOOL INFORMATION

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

Your text will appear here. For complete instructions, tips for writing narratives, and a sample narrative, go to: <https://www.csde.state.ct.us/public/help/ssp/>

Maximum length: 20 lines

Use this space to describe aspects of your school or programs that are not presented elsewhere in the profile. For instance, you might describe a curricular emphasis or instructional approach, program structure or scheduling, extracurricular activities, special programs, goals, awards, etc. Please include initiatives and programs such as character education that are designed to reduce barriers to learning and/or improve school climate.
