

STRATEGIC SCHOOL PROFILE 2000-01

Elementary School K-6 Edition

Whiting Lane School
West Hartford School District

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 School Type: Traditional/Regular

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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 2000.

STUDENT ENROLLMENT

School Grade Range PK- 5
 Total Enrollment 443
 5-Year Enrollment Change 24.8%*

**FACILITIES**

of Permanent General Classrooms 21
 # of Portable Classrooms 0
 Year of Original Construction 1954

*Between 1995 and 2000, was redistricted

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	2000-01	22.4	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	18.8	15.3	13.8
	1998-99	18.6	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	80.8	89.8	86.3
	1995-96	86.6	87.0	85.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	85.4	88.5	74.7
	1995-96	69.4	78.8	69.1

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)	39	11.0	6.1	5.1
Compensatory Education	55	12.4	12.3	23.1
Extended Day Kindergarten	48	N/A	N/A	N/A
Gifted and Talented Program	11	2.5	4.9	2.3
Special Education	151	34.1	12.4	11.3
Prekindergarten	87	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	28	6.3
Black	51	11.5
Hispanic	61	13.8
White	303	68.4

Total Minority 2000-01 31.6%

Total Minority 1995-96 27.6%



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.

Whiting Lane School has maintained its affiliation with the Bushnell Partners program as one of the avenues to reduce racial, ethnic, and economic isolation. This inter-district program, which was restructured during the 2000-2001 school year, by the Bushnell Partners, as they sought to expand their reach gave approximately 300 children experiences in the arts through the use of visiting artists who represent a variety of ethnic and racial backgrounds. These artists' programs were integrated with the curriculum to afford the children rich, experiential activities designed to deepen their understanding of concepts in the areas of art, music, writing, different cultures, social studies, and science. In addition, children in grades three through five attended the Language Arts Festival at the Bushnell.

The fifth grade children attended an overnight Outdoor Education Program at a YMCA Camp, which was designed to reduce isolation of children within our school. The children participated in activities led by our own teachers, as well as by teachers from the YMCA program. These activities fostered teamwork; understanding of others; the development of knowledge and concepts in social studies. The social studies concepts included the roles of Blacks in American history, through an Underground Railway simulation; and the impact of farming, industrialization, disease and religion on the day to day lives of the early settlers.

The Whiting Lane Parent Teacher Organization supported and supplemented the school's efforts through its support of classroom programs that brought artists, lecturers, and guest teachers into the school to support our writing and social studies curriculum. At various grade levels the children study the Caribbean, Mexico, Japan, the Indian subcontinent, and Africa. The PTO's support enabled us to provide depth and breadth of understanding about these areas.

Whiting Lane School has a number of children for whom English is a second language. The ESOL teacher fosters understanding and appreciation of all of their cultures through her exhibits of writing, artifacts that are representative of their cultures, and public recognition of many of their holidays. The implementation of the teaching of Spanish in grades four and five also increased children's appreciation of other languages and enhanced their understanding of another culture.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	979

*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.6	4.9	5.2
% of Computers that are High or Moderate Power	99.2	97.8	86.6
% of Computers with High Speed Internet Access	100.0	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	22.8	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	7.4	14.5	16.5
# of Print Periodical Subscriptions	45	23.1	18.6
# of Non-Print Materials	603	239.1	401.6

*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
Grade K	2000-01	16.0	19.3	18.1
	1995-96	16.0	19.1	19.6
Grade 2	2000-01	23.7	19.7	19.5
	1995-96	18.0	19.8	20.6
Grade 5	2000-01	22.0	20.8	21.7
	1995-96	19.3	23.3	21.9

School Staff Count Full-Time Equivalent	2000-2001	1999-2000
# of Certified Staff		
Teachers	27.0	24.0
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.5	N/A
Other Professionals	1.5	N/A
# of Non-Certified Instructional	23.7	22.0

Professional Staff Race/Ethnicity	2000-01	1999-2000	1995-96
% Minority	11.1	9.4	2.9
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.5	11.7	13.2
% with Master's Degree or Above	66.7	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	27.8	35.5	25.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	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	184	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	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 1999-2000 School Year	0.6	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	5.8	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year*	88.9	85.3	80.9

*In 2000, was redistricted

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.

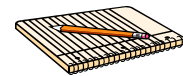
Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	63	74	56.9
Writing	63	75	57.5
Mathematics	77	81	60.2
All Three Tests	48.8	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	87.8	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	82.4	83.4	69.2
Writing	79.4	87.9	76.5
Mathematics	91.2	90.7	78.1
Grade 6 Reading	83.7	86.3	73.0
Writing	85.6	87.5	79.3
Mathematics	88.9	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	56.5	44.2	31.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	95.3	96.5	96.1

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.

Student Performance

The scores on the Connecticut Mastery Test at the fourth grade level at Whiting Lane School have shown steady progress over the course of the past six years. The gains in the areas of reading and math are significant, with the percentage of children at or above grade level going from 57 in 1995 to 63 in 2000 on the DRP, and going from 69 in 1995 to 77 in 2000 in mathematics. Over the course of the past few years the school has worked to strengthen its program in these areas, with the introduction of the Junior Great Books program and more intense work in mathematics problem solving, as well as an increased in the use of technology to enhance mathematics instruction.

Student Accomplishments

Many children participated in and accomplished high levels in the Geography Bee, Geography Olympiad, Math Olympiad, Continental Math League, and Wordmasters.

Areas of Need and Plans for Improvement

During the 2000-2001 school year, there were concerted efforts in the area of Language Arts improvement. These were identified through our Action Plans, and were implemented in the fall after teacher training in the spring of the 1999-2000 school year. Next year our enhancement will continue in this area, with training for teachers in a new writing program, as well as added training in the area of spelling. Children are also being trained to better assess their own performance in all writing and other academic areas through the use of rubrics at the intermediate grade levels.

The teachers will receive training in differentiation for instruction to better meet the needs of children who are performing at advanced levels as well as those performing below grade level. Finally, all teachers will increase their use of the Responsive Classroom Techniques to create classroom environments that promote learning, independence and student responsibility.

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.

During the 2000-2001 school year Whiting Lane School continued its implementation of a long-term strategic plan created during the 1999-2000 school year, and designed to strengthen the school. The work of implementation was done by both parents and teachers, in a cooperative effort. A Peer Mediation program was implemented with parents and teachers training the children, and a teacher coordinating the program on a day-to-day basis in the building. An afterschool science program was implemented and ran for two eight-week sessions. A before school physical education program was started, and ran four days a week. Children of varied racial and ethnic backgrounds participated in both of these afterschool activities.

In academic areas, the Junior Great Books program was fully implemented, giving the children an opportunity to develop their reading skills, while gaining an understanding of different viewpoints through active listening to other children's opinions, as well as through exposure to a wide variety of authors of different cultural backgrounds.

Finally, a number of after school book clubs were established. Our World Class Readers Club, started in the 1999-2000 school year, met more often in 2000-2001, thereby including more children from all grade levels. In addition, a parent-run third grade family book club was started.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral. 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

