

STRATEGIC SCHOOL PROFILE 2002-03

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).

STUDENT ENROLLMENT

School Grade Range PK- 5
 Total January Enrollment 445
 5-Year Oct. Enrollment Change 10.1%*

**FACILITIES, 2001-02**

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

*Between 1997 and 2002, was redistricted

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2002-03	15.7	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	16.8	15.5	13.4
	1998-99	18.6	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	83.5	88.7	86.7
	1997-98	87.8	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	82.8	85.3	75.9
	1997-98	90.2	73.5	70.4

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)	32	8.8	7.0	5.4
Compensatory Education	69	15.4	13.2	25.1
Full or Extended Day Kindergarten	58	N/A	N/A	N/A
Gifted and Talented Program	13	2.9	3.5	2.3
Special Education	151	33.7	11.5	11.1
Prekindergarten	82	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	26	5.8
Black	59	13.3
Hispanic	54	12.1
White	304	68.3
Other	0	0.0

Total Minority 2002-03 31.7%

Total Minority 1997-98 24.3%



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.

Efforts to reduce racial, ethnic and economic isolation during the 2002-2003 school year at Whiting Lane School included the West Hartford Cultural Council presentations, Hoofing in America and Sonal Vora, East Indian Dance. Both presentations included 475 children from pre-school through Grade 5 at Whiting Lane, and allowed children to understand the roots and meaning of dances of different cultures. The PTO sponsored A Taste of Whiting Lane, which strives to recognize and celebrate the diversity within our own building. Approximately 220 of our families attended this evening event. Finally, children in grades Kindergarten, 1, 2, and 3 studied different regions and cultures, with their units of study culminating in half-day events that deepened understanding of other cultures and races for the 237 children in those grade levels.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	986

*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	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.4	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

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*	25.1	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	7.1	12.6	16.1
# of Print Periodical Subscriptions	55	24.9	17.3
# of Non-Print Materials	583	255.4	421.6

*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	2002-03	17.3	19.2	18.3
	1997-98	20.5	19.6	19.0
Grade 2	2002-03	17.0	19.3	19.5
	1997-98	18.7	18.9	20.5
Grade 5	2002-03	20.3	21.0	21.6
	1997-98	20.0	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	37.9	36.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.6	2.6
Other Professionals	7.9	10.5
# of Non-Certified Instructional	26.7	28.7

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	3.4	3.3	3.4
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.8	11.1	12.9
% with Master's Degree or Above	89.8	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	27.1	35.2	26.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	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	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 Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2002)	Yes	Yes
Other	No	No



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 2001-02 School Year	0.3	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	9.5	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	96.6	89.2	83.5


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. 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, 3rd Gen. % Meeting State Goal	School 2000-01	School 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	63	69.5	74.3	55.9
Writing	63	72.4	76.1	61.5
Mathematics	77	75.0	80.9	60.4
All Three Tests	48.8	58.3	64.2	42.1
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	87.8	92.3	97.2	96.5



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	62.1	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	97.5	97.6	97.1

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 of the Connecticut Mastery Test at Whiting Lane School have shown steady improvement in progress. A comparison of the scores from 2000 (the first administration of the 3rd Generation CMT) to 2002 shows continued high levels in the percentages of children at or above goal, with reading going from 63% to 69% and writing going from 65% to 74%. In the area of mathematics there was a slight drop from 77% to 75%.

Student Accomplishments

Many children participated in and accomplished at high levels in the WordMasters Programs.

Areas of Need and Plans for Improvement

During the 2002-2003 school year, there was a continued focus on differentiation of instruction at all grade levels. This focus was identified through our action plans, and emphasis was on more intense professional development in this area. Teachers worked as grade level teams to enhance their use of differentiation as applied to their particular grade level and curriculum.

In addition to attention to our 1999 Whiting Lane School Action Plan, we revisited the building's goals and created a School Improvement Plan, in keeping with the State Department of Education's requirements, and referencing the requirements of No Child Left Behind. Our new goals are focused in the areas of Writing and Respect and Responsibility. Future plans include attention to subgroups within the general Whiting Lane School K-5 population.

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 2002-2003 school year, Whiting Lane School continued its efforts to implement the recommendations made through our 1999 Whiting Lane School Action Plan. Our Peer Mediation Program, our before school physical education program, our after school World Class Readers Club, and our after school French Club were active again. The French Club met weekly to teach the children French, thereby supplementing the district's Spanish program, which is provided at the 4th and 5th grade levels. We also added a 5th grade Family Reading Club that met several evenings during the year. Children of varied racial and ethnic backgrounds participated in both our continuing and new activities and clubs.

Strategic School Profiles may be viewed on the internet at 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

