

STRATEGIC SCHOOL PROFILE 2001-02

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 2001.

STUDENT ENROLLMENT

School Grade Range PK- 5
 Total Enrollment 434
 5-Year Enrollment Change 35.2%*

**FACILITIES**

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

*Between 1996 and 2001, 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	2001-02	11.9	12.3	25.7
	2000-01	22.4	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	18.8	15.1	14.1
	1998-99	18.6	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	83.4	89.6	86.2
	1996-97	77.3	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	88.5	85.7	75.1
	1996-97	79.5	77.7	69.4

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)	36	10.6	6.7	5.3
Compensatory Education	43	9.9	12.4	24.1
Full or Extended Day Kindergarten	52	N/A	N/A	N/A
Gifted and Talented Program	11	2.5	3.7	2.2
Special Education	148	34.1	11.4	11.1
Prekindergarten	93	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	34	7.8
Black	53	12.2
Hispanic	56	12.9
White	290	66.8

Total Minority 2001-02 33.2%

Total Minority 1996-97 25.5%



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 2001-2002 school year Whiting Lane School included our continued participation in the Bushnell Partners Program. The 302 children at grades 1 through 5 attended the Bushnell Partners Language Arts Festival along with children from Hartford, Bloomfield, and other surrounding towns that participate in the program. In addition, through this program, we welcomed artists to Whiting Lane to work with various grade levels. The West Hartford Cultural Council brought Sweet Potato Pie, and Such, a performance of African music and storytelling, to 460 children from pre-school through Grade 5 at Whiting Lane. Finally, the PTO sponsored A Taste of Whiting Lane, which strives to recognize and celebrate the diversity within our own building. About 200 of our families attended this evening event.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	982

*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.3	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	100.0	84.5	77.1
% of Computers with High Speed Internet Access	100.0	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	5.5	15.1	17.2
# of Print Periodical Subscriptions	48	23.6	18.2
# of Non-Print Materials	305	193.6	406.3

*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	2001-02	17.3	20.3	18.3
	1996-97	19.5	20.2	19.2
Grade 2	2001-02	20.7	19.6	19.6
	1996-97	16.7	18.4	20.5
Grade 5	2001-02	17.0	21.4	21.5
	1996-97	16.7	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	36.2	27.1
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.6	1.5
Other Professionals	10.5	1.5
# of Non-Certified Instructional	28.7	23.7

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	3.3	11.1	3.3
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.2	10.8	13.0
% with Master's Degree or Above	91.7	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	20.0	29.1	24.8

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	Yes
Computer Education	0	1	18	N/A
English Language Arts*	420	415	426	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	186	Yes
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	Yes
Social Studies*	75	73	97	Yes
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, 14.0% 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	Yes	Yes
Summer School (2001)	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 2000-01 School Year	1.1	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	6.7	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year*	45.0	60.4	83.0

*In 2001, 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 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	63	76	74	57.9
Writing	63	74	77	61.2
Mathematics	77	80	81	61.0
All Three Tests	48.8	66.7	63.3	42.8
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	85.0	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	51.9	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	96.1	96.8	95.9

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 over the past six years. While a direct comparison of the 2nd and 3rd generation Connecticut Mastery Tests cannot be made, a comparison of the two administrations of the 3rd generation Connecticut Mastery Tests shows substantial year over year improvement in the number of children at or above goal. In Reading, the percentage of children at or above goal went from 63 to 76, in Writing the percentage went from 63 to 74, and in Math the percentage went from 77 to 80.

Student Accomplishments

Many children participated in, and accomplished at high levels in the Continental Math League as well as in the Wordmasters Programs.

Plans for Improvement

During the 2001-2002 school year, there was a 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.

Future plans include the continuation of the development and implementation of differentiation, with particular attention to groups of children who are not performing at or above goal as measured by the Connecticut Mastery Tests as well as by district assessments.

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 2001-2002 school year, Whiting Lane School continued its efforts to implement the recommendations made through our Whiting Lane School Action Plan. Our Peer Mediation Program, our after school science program, our before school P. E. program, and our after school World Class Readers Club were active again.

During this year we added an after school French Club for children at grades 1 through 5. This 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 4th grade Family Reading Club which 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

