

STRATEGIC SCHOOL PROFILE 2005-06

Elementary School K-6 Edition

**Whiting Lane School
West Hartford School District**

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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

Total Enrollment: 519

5-Year Enrollment Change: 17.2%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 5

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	2005-06	15.6	13.5	27.6
	2002-03	15.7	13.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	18.7	17.5	13.3
	2000-01	18.8	15.3	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	86.1	89.5	86.8
	2000-01	80.8	89.8	86.3
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	64.8	84.0	79.2
	2000-01	85.4	88.5	74.7

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)	42	11.2	9.5	6.7
Compensatory Education	59	11.4	12.2	24.1
Full or Extended Day Kindergarten	71	N/A	N/A	N/A
Gifted and Talented Program	21	4.0	3.9	1.9
Special Education	165	31.8	11.0	11.2
Prekindergarten	144	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	51	9.8
Black	55	10.6
Hispanic	70	13.5
White	341	65.7

Total Minority 2005-06 34.3%

Total Minority 2000-01 31.6%



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.

During the 2005–2006 school year at Whiting Lane School, efforts to reduce racial, ethnic and economic isolation included the West Hartford Cultural Council presentations Cool Cat Jazz and Adam Battelstein & Friends. Attendance at both presentations included over 500 children from pre-school through Grade 5. Cool Cat Jazz, a high-energy, diverse and educational program filled with audience participation, provided students with a comprehensive overview of the diversity among the talented composers of the 20's and 30's who revolutionized American music. The Adam Battlestein & Friends program uses “stereography” to introduce young audiences to the tools and ideas that will help them better understand dance as a language with connections to poetry and prose. In addition, a number of grants that supported student achievement across all socio-economic and ethnic lines were awarded to Whiting Lane. These included: Arts and Writers: Complementary Contributions (to broaden K-5 students' experiences within the linguistic, rhythmic, visual, and kinesthetic intelligences), K'Nex Intermediate Math/Geometry Sets (to increase gr. 3 student achievement in the abstract area of geometry), Poet in Residence (to support 4th grade writing curriculum), Caribbean Dance Unit (using interpretive dance to break traditional stereotypes; for children in grades 3-5 to learn about Caribbean culture), Literacy Through Music (to engage Pre-K, K, 1st grade students in song-writing activities that support the Language Arts curriculum) and Neighborhood Number Lines (to reinforce grades 3, 4 students understanding of estimation and rounding).

A Taste of Whiting Lane, sponsored by the PTO, recognizes and celebrates the diversity within our own building. Over 200 families attended this evening event. To date we have 47 countries of origin represented by our student body. Flags representing these countries continue to be added to our main lobby permanent installation. The children in Kindergarten, grades 1, 2, and 3 studied different regions and cultures (Mexico, Kenya, Japan, and the Caribbean). Their units of study culminated in half day and evening family events that deepened the understanding of cultures and races other than that of United States. The fourth grade unit of study on Immigration and its impact on the diverse ethnic backgrounds that helped formulate our country culminated in the entire fourth grade's daylong visit and exploration of The Ellis Island National Monument. An International Night Festival of Foods of student's ethnic backgrounds is an integral school-family event that supports this unit.

Two of the fourth grade classes continued our participation in a project through ACES designed to enhance writing and to decrease racial, ethnic and economic isolation. This technology-based distance learning/writing project paired Whiting Lane students with students from Branford, CT. The children learned how to conduct videoconferences, and they also met their counterparts from Branford on a field trip during the year. A culminating event included the co-publishing of a book of their writings.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	988

*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	63.0
Voice	100.0	100.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.1	4.1	3.9
% of Computers that are High or Moderate Power	94.1	95.0	80.8
% of Computers with Internet Access, All Speeds	100.0	100.0	96.5
% of Computers with High Speed Internet Access	100.0	100.0	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

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*	24.4	32.4	27.2
% of Print Volumes Purchased in the Last Three Years	15.8	11.5	13.6
# of Print Periodical Subscriptions	27	21.5	15.1
# of Non-Print Materials	479	247.7	408.8

*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	
Gr. K	2005-06	23.3	20.2	18.3
	2000-01	16.0	19.3	18.1
Gr. 2	2005-06	20.7	19.5	19.7
	2000-01	23.7	19.7	19.5
Gr. 5	2005-06	22.0	22.4	21.2
	2000-01	22.0	20.8	21.7

School Staff Count Full-Time Equivalent	2005-06	2004-05
# of Certified Staff		
Teachers	37.3	38.1
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.8	2.8
Other Professionals	7.1	6.1
# of Non-Certified Instructional	32.7	33.7

Professional Staff Race/Ethnicity	2005-06	2004-05	2000-01
% Minority	3.6	3.5	11.1
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.9	10.9	12.8
% with Master's Degree or Above	80.4	70.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	26.8	34.4	30.4

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	32	No
Computer Education	0	2	17	N/A
English Language Arts*	427	420	425	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	23	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	192	No
Music	36	36	34	No
Physical Education	54	54	41	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 Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	Yes	Yes
Other	No	No



Interactive Distance Learning

This school utilizes 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 2004-05 School Year	0.8	0.3	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.0	6.7	8.4
% Certified Staff Assigned to Same School the Previous Year	73.2	80.1	84.5


STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	55.1	60.5	54.4	2.0	94.3
Writing	64.2	68.4	61.0	2.4	100.0
Mathematics	63.8	66.8	56.3	4.1	100.0
Grade 4 Reading	66.0	71.5	57.8	2.8	96.4
Writing	68.1	68.6	62.8	2.8	96.1
Mathematics	70.2	68.9	58.8	3.4	96.4
Grade 5 Reading	70.0	75.9	60.9	0.0	97.1
Writing	75.0	76.1	65.0	5.6	98.3
Mathematics	65.0	73.2	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



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	43.5	37.3	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	97.9	98.0	96.5

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.

Students Performance - The scores of the Connecticut Mastery Test at Whiting Lane School indicate that our school met Adequate Yearly Progress (AYP) Targets in all areas; specifically, in Reading, Writing, and Mathematics, with the percentages of 5th graders at or above goal in Reading at 70%, Writing at 75%, and Math at 65%. Percentages of 4th graders at or above goal were in Reading at 66%, Writing at 68.1% and Math at 70.2%. Third grade students taking the test for the first time achieved the following percentages at or above goal: Reading at 55.1%, Writing at 64.2%, and Math at 63.8%.

Student Accomplishments - Many children excelled in WordMasters, a nationwide program that promotes vocabulary-building and critical thinking. Fourth grade classes at Whiting Lane partnered with classrooms from another Connecticut school district through an interactive on-line writing grant program. Over 200 students participated in the Summer Read-in Program and read nearly 4000 books. By the close of the school year, it was determined that 14,916 books were checked out of our library by Whiting Lane students. One fifth grade student published an article in Hartford Magazine and another was selected into the Connecticut Children's Choir. Three of our third grade students were selected to perform in regional theater productions and four fifth grade students performed with the Hartford Ballet. Students across all grade levels had artwork selected to be displayed in the annual Student Art Exhibit and a second grade student's work was selected for the district Permanent Art Collection.

Areas of Need and Plans for Improvement - During the 2006-2007 school year, we will continue to target our literacy instruction with particular emphasis on improving student achievement and closing the achievement gap. Professional development will include collaborative efforts in data analysis, examining student work, and in creating action plans that address individual student learning needs. Infusion of technology within all curricula will also be addressed. Professional development in these areas will better inform instruction and sustain the attributes of a productive learning community. The use of Responsive Classroom and Second Step techniques will continue, as will continued implementation of the Love and Logic program principles.

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 2005-2006 school year, Whiting Lane School continued its implementation of our School Improvement Plan. Our before school Physical Education program and our after school French Club saw increased membership and continued to supplement the language program provided at the 4th and 5th grade levels. As language instruction in Spanish is introduced in grade three this year, it is anticipated that more students will develop an interest in world languages. Increased percentages of children of diverse ethnic and racial backgrounds participated in all extra-curricular activities. The percentage of children in our Special Education programs participating in extra-curricular activities also increased. The number of children who took advantage of scholarships allowing them to participate in the Hartford Children's Theater after-school program also grew. Our instrumental and vocal music performance groups evidenced an increase in involvement by children of varied backgrounds as well. In addition, the implementation of the Responsive Classroom, Second Step, and the Love and Logic programs served as springboards to increased understanding of cultural identity. Students were recognized monthly for extraordinary demonstrations of behavior supporting our goal of Respect and Responsibility. Our Student Council spearheaded a number of community service projects, including efforts to support the National Guard troop of a classmate's father serving in Afghanistan.

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/school/whiting/index.htm

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