

**STRATEGIC SCHOOL PROFILE 2006-07**

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).

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**STUDENT ENROLLMENT**

Total Enrollment: 494

5-Year Enrollment Change: 13.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	17.2	13.9	27.7
	2002-03	15.7	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	18.2	17.6	13.5
	2001-02	18.8	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	85.9	90.2	87.7
	2001-02	83.4	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	85.3	85.0	79.3
	2001-02	88.5	85.7	75.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	43	11.3	9.9	6.9
Compensatory Education	71	14.4	13.1	23.6
Full or Extended Day Kindergarten	75	N/A	N/A	N/A
Gifted and Talented Program	19	3.8	3.8	1.8
Special Education	135	27.3	11.3	10.8
Prekindergarten	115	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	56	11.3
Black	53	10.7
Hispanic	58	11.7
White	327	66.2

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	33.8%
<b>Total Minority 2001-02</b>	33.2%

### 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.

Close to 50 countries of origin are represented within the Whiting Lane School. Flags representing each country and those of newly enrolled foreign students continue to be added to our main lobby permanent installation. Cultural Council presentations during the 2006-2007 school year included Karim Nagi Mohammed and Taikoza. Mr. Nagi demonstrated percussion instruments while discussing Arab culture, music and dance. Taikoza, a troupe of percussionists, flutists, and dancers playing the Taiko, the Shakuhachi, and Fue, introduced the ancient cultural art form of Japanese drumming. Grants supporting student achievement across all socio-economic and ethnic lines were implemented. These included: G.E.T.T. Connected (Get Educated Through Technology-to provide students with home access to computers and skill-based software training), Arts and Writers: Complementary Contributions (to broaden K-5 students' experiences within linguistic, rhythmic, visual, and kinesthetic intelligences), K'Nex Intermediate Math/Geometry Sets (to increase gr. 3 student geometry achievement), Poet in Residence (to support 4th grade writing curriculum), Caribbean Dance and Steel Pan steel drummers (using interpretive dance and music to break traditional stereotypes; Caribbean culture gr. 3-5), Literacy Through Music (to engage Pre-K, K, and gr. 1 students in song-writing activities that support the language arts curriculum) Neighborhood Number Lines (to reinforce gr. 3, 4 students understanding of estimation/rounding). The PTO's A Taste of Whiting Lane family picnic celebrates the diversity within our building. Children in K-3 classes 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 different from those of the United States. Fourth graders studied immigration's impact on the diverse ethnic backgrounds that helped formulate our country. Culminating events included a field trip to The Ellis Island National Monument. An International Night Festival of Foods of students' ethnic backgrounds is an integral school-family event.

### SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

\*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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.5	4.0	3.6
% of Computers that are High or Moderate Power	97.3	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

**SCHOOL RESOURCES, continued****LIBRARY MATERIALS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	25.2	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	14.4	12.2	12.2
# of Print Periodical Subscriptions	26	20.0	15.1
# of Non-Print Materials	502	275.9	406.8

\*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**

<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. K	2006-07	18.8	19.6	18.2
	2001-02	17.3	20.3	18.3
Gr. 2	2006-07	19.0	20.2	19.5
	2001-02	20.7	19.6	19.6
Gr. 5	2006-07	17.3	22.1	21.2
	2001-02	17.0	21.4	21.5

<b>School Staff Count Full-Time Equivalent</b>	<b>2006-07</b>	<b>2005-06</b>
# of Certified Staff		
Teachers	41.4	37.3
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	3.9	2.8
Other Professionals	7.4	7.1
# of Non-Certified Instructional	37.5	32.7

<b>Professional Staff Race/Ethnicity</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2001-02</b>
% Minority	4.8	3.6	3.3
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Years of Experience in Connecticut and Other Locations	11.4	12.2	14.0
% with Master's Degree or Above	82.3	80.6	81.0

**SCHOOL PROCESSES**

<b>Selected Subject Areas, Grade 5</b>	<b>Estimated Hours of Instruction Per Year</b>			<b>Computer/Technology Supported</b>
	<b>School</b>	<b>District</b>	<b>State</b>	
Art	36	36	31	No
Computer Education	0	2	17	N/A
English Language Arts*	427	421	427	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills*	18	18	18	No
Mathematics*	202	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	74	92	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



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 (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 3 in this school. In Connecticut, 13.3% of K-6 schools have started world language instruction at this grade or earlier.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	0.8	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	10.6	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	67.7	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative was submitted by this school.

At Whiting Lane School, ongoing communication is provided through diverse methods. Weekly classroom newsletters, teacher communication books, homework logs, grade level websites, a school main page linked to district offices and resources, are just a few examples of ways our staff maintains contact with parents. The expectation of a 24-hour turnaround time for responding to parental concerns is the norm. Our school newsletter, *The Whiting Wire*, is published twice a month. It is a most efficient and cost-effective means of getting important information out to parents on a regular basis. On a routine basis, this publication includes features on how we are addressing issues that have been brought to our attention by our parents, teachers, children, the PTO, etc., while providing other timely news of importance. Formal parent conferences are held over a four-day period each November and March. Teachers are vigilant in making sure that a meeting is arranged for every student in his or her class. In addition, our Student Assistance Team meets weekly to discuss students who have been referred (either by teachers, parents, or other personnel). An Action Plan is designed, monitored, and reviewed to determine if referral to PPT is warranted. Parent input and cooperation are critical to its success.

Our after school Homework Center provides assistance for children most in need of academic support and our Morning Club promotes team building through physical activities designed to promote good sportsmanship and respect for others. Mentors are recruited and trained annually and teamed with students who will benefit most in forming this relationship. Our ever increasing ELL population requires an increasing investment outreach to parents whose native language is not English. Attempts are made to provide home communications and testing when warranted in other languages. Our heralded annual Chinese New Year celebration is an activity designed and orchestrated completely by our ELL students and performed for the entire student body.

A Whiting Lane PTO "Room Parent" acts as the liaison between teacher and parents, particularly in garnering parental support for assistance in classroom-based activities (e.g., hands-on curriculum-based presentations, classroom / cultural events, field trips, etc.). The PTO sponsors numerous events throughout the year designed specifically to foster home-school partnerships (e.g., Special Persons Breakfast, New Family Picnic, etc.)

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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	70.7	67.5	52.3	1.6	92.6
Writing	70.2	72.6	60.8	0.0	93.9
Mathematics	70.7	71.5	59.4	0.0	96.0
Grade 4 Reading	71.6	65.9	57.0	0.0	95.2
Writing	92.5	76.9	65.1	0.0	96.8
Mathematics	80.6	73.1	62.3	0.0	100.0
Grade 5 Reading	71.4	75.9	61.4	2.6	98.7
Writing	79.2	77.8	64.6	2.3	98.5
Mathematics	69.4	78.8	66.0	4.5	95.8
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



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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District K-6	State K-6
% on October 1, 2006	98.0	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	41.0	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Previous year Connecticut Mastery Test results indicated a need to focus on two primary reading and writing areas: Making Reader/Text Connections and Editing & Revising. To that end, the staff created an Action Plan designed to concentrate on improving instruction in these target areas. Four focal themes included: Curriculum & Instruction, Interim Assessments, Supervision, and Time on Task. In each category, the staff developed specific activities (both at grade level and school wide) to support building and district goals. Particular emphasis was placed on data analysis and the design and implementation of grade level common assessments. Opportunities were created to increase time for grade level, vertical, and administrative meetings to occur, with agendas directed towards identified objectives. All teacher meetings and professional development activities were instruction based and centered on improved teaching and learning. As a result of our unified and consistent K-5 efforts, scores at all levels significantly improved. Whiting Lane School met its Adequate Yearly Progress Targets and demonstrated the following positive students at mastery percentage results from 2006 to 2007 Grade 3 Reading - 55.1 to 70.7, Writing - 64.2 to 70.2, Math - 63.8 to 70.7, Average - 61.0 to 70.5 (+9.5); Grade 4 Reading - 66.0 to 71.6, Writing - 68.1 to 92.5, Math - 70.2 to 80.6, Average - 68.1 to 81.6 (+13.5); Grade 5 Reading - 70.0 to 71.4, Writing - 75.0 to 79.2, Math - 65.0 to 69.4, Average - 70.0 to 73.3 (+3.3).

Our special education teachers worked closely with classroom teachers in the development of specific strategies and techniques to assist identified students in meeting their IEP goals and objectives in a consistent and cohesive fashion, while fostering our culture of belonging. This is particularly noteworthy as Whiting Lane School sustains a high PreK-5 special needs population, particularly with students identified on the autism spectrum. In efforts to refine our pre-referral process, our Student Assistance Team revamped its approaches to more efficiently conduct meetings and resourcefully generate and monitor interventions. It is our belief that the modifications made in these areas considerably impacted our demonstrated increase in assessment scores on all grade levels. Teacher, parent, student, and support staff responses to a National Study of School Evaluation (NSSE) revealed highly favorable findings consistently well above average in statements regarding Quality of the Instructional Program, Support for Student Learning, School Climate/Environment, and School Organization and Administration.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Whiting Lane School proudly continued its efforts to sustain its culture of belonging. As such, it was recognized by Special Olympics Connecticut and named a "Spirit of Life Award Winning School" for its outstanding Unified Sports Program. One student in particular was also recognized as the athlete who most exemplified the traits and accomplishments that the Special Olympics athletes demonstrate on the field and in life. One fourth grade student was the recipient of honors in the Connecticut Consortium for Law & Citizenship Education's Constitution Day Essay Contest. A second grade teacher was the recipient of the West Hartford Police Department Recognition Award. Of the many community service projects undertaken on a school wide basis, participation in Autism Awareness Month activities was a highlight that resulted in a contribution that exceeded this year's goal and doubled the contribution of the previous year. Respect and responsibility remained a school goal and the Second Step Program was incorporated into classroom-based lessons at each grade level. Two of the fourth grade classes continued 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 with their counterparts from Branford. A culminating event included the co-publishing of a book of their writings. SuccessMaker, a computer-based math tutorial continued to be implemented in grades 2 and 3. Our Gifted and Talented students engaged in a Read to Feed project to benefit Heifer International. Two students met qualifying times for representation in the Hershey Northwest Regional Track Meet. Over 200 students participated in the Summer Read-in Program and read nearly 4000 books. Library books in circulation were close to 15,000 for the year. Students across all grade levels had artwork selected for the annual Student Art Exhibit and a second and a third grade students' works were selected for the district Permanent Art Collection.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

For the school/district website, see [www.whps.org/school/whiting/index.htm](http://www.whps.org/school/whiting/index.htm)



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