

STRATEGIC SCHOOL PROFILE 2003-04

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 531
 5-Year Oct. Enrollment Change 20.0%*

**FACILITIES, 2002-03**

of Permanent General Classrooms 29
 # of Portable Classrooms 0
 Year of Original Construction 1954

*Between 1998 and 2003, 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	2003-04	15.1	13.0	29.2
	2002-03	15.7	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	20.3	16.4	13.3
	1998-99	18.6	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	81.0	88.8	87.5
	1998-99	83.0	84.9	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	78.3	85.6	76.4
	1998-99	89.1	78.9	72.0

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)	46	12.0	8.1	6.2
Compensatory Education	52	9.8	13.0	26.6
Full or Extended Day Kindergarten	69	N/A	N/A	N/A
Gifted and Talented Program	21	4.1	4.5	1.9
Special Education	170	33.3	11.5	11.2
Prekindergarten	147	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	56	10.5
Black	59	11.1
Hispanic	58	10.9
White	357	67.2
Other	1	0.2

Total Minority 2003-04 32.8%

Total Minority 1998-99 28.9%



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 2003-2004 school year at Whiting Lane School included the West Hartford Cultural Council presentations, Sankofa Kuumba Consortium and Ray Gonzalez and his Jazz Ensemble. Both presentations included approximately 440 children from pre-school through Grade 5 at Whiting Lane, and allowed children to understand more about African cultures and about the roots of Jazz in the United States. 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, 3 and 4 studied different regions and cultures, with their units of study culminating in half-day or evening family events, that deepened understanding of other cultures and races for the 317 children in those grade levels.

This year students in two of our 4th grade classes participated in a new project through ACES, designed to enhance writing, and also to decrease racial, ethnic and economic isolation. This technology-based distance learning/writing project paired our children with children from West Haven. The children learned how to conduct videoconferences, and they also met their counterparts from West Haven on a field trip during the year.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	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	100.0	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.9	4.7	4.2
% of Computers that are High or Moderate Power	73.3	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	11.9	12.1	15.5
# of Print Periodical Subscriptions	54	24.3	16.4
# of Non-Print Materials	332	230.0	395.2

*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	2003-04	23.0	19.8	18.7
	1998-99	18.3	19.9	18.6
Grade 2	2003-04	17.0	20.4	19.8
	1998-99	21.5	19.4	20.1
Grade 5	2003-04	21.0	21.6	21.4
	1998-99	21.7	22.2	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	39.3	37.9
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	3.2	2.6
Other Professionals	8.3	7.9
# of Non-Certified Instructional	25.2	26.7

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	4.8	3.4	6.5
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.0	11.3	13.1
% with Master's Degree or Above	85.5	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	24.2	33.3	28.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	420	414	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	188	No
Music	36	36	33	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	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	No	No
Summer School (2003)	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 2002-03 School Year	1.1	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	9.8	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	85.5	88.2	84.8


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 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	63	70.1	67.8	54.3
Writing	63	74.2	75.9	65.8
Mathematics	77	67.2	70.9	57.6
All Three Tests	48.8	56.7	56.9	42.3
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	97.1	97.1	97.4



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	School	District	State
% Passing All 4 Tests			
 Grade 4	45.5	41.0	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	89.6	97.4	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 that our students exhibit continued progress in Reading, Writing and Mathematics, with the percentages of 4th graders at or above goal in Reading at 70%, Writing at 74% and Mathematics at 67%. The most significant increases since the inception of the 3rd Generation CMT are in the areas of Reading Comprehension, Writing and Editing, where the percentages of our 4th graders at or above goal moved from 65% to 78% in Reading Comprehension, 63% to 74% in Writing, and 53% to 76% in Editing.

Student Accomplishments

Many children participated in, and accomplished at high levels in the WordMasters Programs. In addition, we had an increase in the number of children whose writing was chosen for publication from two in 2002-2003 to 29 in 2003-2004.

Areas of Need and Plans for Improvement

During the 2003-2004 school year we implemented our new School Improvement Plan, in keeping with the State Department of Education's requirements and the requirements of No Child Left Behind, we focused on the areas of Writing and Respect and Responsibility through our School Improvement Plan. There was more intense professional development in these areas, and the teachers worked as grade level teams to enhance their skills in the teaching of writing and in the use of Responsive Classroom techniques. There was also an added emphasis on the integration of writing into all of the subject areas, with each team planning and implementing specific enhancements or additions to their units of study.

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 2003-2004 school year, Whiting Lane School started the implementation of our new School Improvement Plan. Our Peer Mediation Program, our before school P. E. program, 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. This year we added an after school Spanish club for children in Kindergarten. Children of varied racial and ethnic backgrounds participated in both our continuing and new activities and clubs. Finally, children in our Special Education programs participated in the before and after school activities, as well as in our instrumental and vocal music performance groups.

<p>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</p>
