STRATEGIC SCHOOL PROFILE 2004-05
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: 522
5-Year Enrollment Change: 28.6%*
*Between 1999 and 2004, was redistricted

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	2004-2005	15.9	12.0	28.1
	2002-2003	15.7	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	17.9	16.2	13.1
	1999-2000	16.3	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	84.2	90.6	87.4
	1999-2000	85.9	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	80.4	81.5	77.0
	1999-2000	89.8	84.6	73.1

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	11.1	8.3	5.9
Compensatory Education	26	5.0	12.4	23.5
Full or Extended Day Kindergarten	51	N/A	N/A	N/A
Gifted and Talented Program	21	4.0	3.8	1.9
Special Education	164	31.4	11.1	11.3
Prekindergarten	142	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	60	11.5
Black	57	10.9
Hispanic	65	12.5
White	340	65.1

Total Minority 2004-2005   34.9%

Total Minority 1999-2000   26.4%

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.

At Whiting Lane School during the 2004 - 2005 school year efforts to reduce racial, ethnic and economic isolation included the West Hartford Cultural Council presentations The Mask Messenger and the Chalasa Dance Theater. Attendance at The Mask Messenger presentations included over 500 children from pre-school through Grade 5. Students learned the historical, psychological, and social uses of masks and the universality in the use of masks no matter what culture. The Chalasa Dance Theater uses interpretive dance to break traditional boundaries and stereotypes by increasing awareness and appreciation of various dance forms and styles. The PTO sponsored A Taste of Whiting Lane, which annually strives to recognize and celebrate the diversity within our own building. Over 200 families attended this evening event. In celebration of Whiting Lane's 50th Birthday, the entire school gathered for a Flag Ceremony that included children carrying flags representative of their countries of origin. Flags were then permanently installed in the main foyer of the building. To date we have 47 countries of origin represented by our student body. The children in Kindergarten, grades 1, 2, and 3 studied different regions and cultures (Mexico, Kenya, Japan, the Caribbean) with their units of study culminating in half day and or evening family events that for the over 300 students deepened the understanding of cultures and races other than that of United States. The fourth grade unit of study on Ellis Island and its impact on the diverse ethnic backgrounds that helped formulate our country culminated the entire fourth grade's daylong visit and exploration of this cultural landmark.

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 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	989

*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	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	4.7	4.4	4.0
% of Computers that are High or Moderate Power	87.5	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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*	24.5	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	2.3	11.2	14.9
# of Print Periodical Subscriptions	54	24.8	15.9
# of Non-Print Materials	372	291.6	412.5

*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

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	38.1	39.3
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	2.8	3.2
Other Professionals	6.1	8.3
# of Non-Certified Instructional	33.7	25.2

Average Class Size		School	District	State
Gr. K	2004-2005	17.0	19.3	18.5
	1999-2000	16.3	18.5	18.5
Gr. 2	2004-2005	21.7	20.2	19.5
	1999-2000	17.7	19.5	19.8
Gr. 5	2004-2005	23.3	21.0	21.3
	1999-2000	21.0	21.4	21.8

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	3.5	4.8	9.4
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.6	11.2	12.9
% with Master's Degree or Above	80.7	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	28.1	35.5	29.6

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*	427	422	423	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	189	No
Music	36	36	33	No
Physical Education	54	54	41	No
Science*	76	79	97	No
Social Studies*	75	73	95	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, 16.2% 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	No	Yes
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	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 2003-04 School Year	0.8	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	5.8	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	78.9	80.0	82.1

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 Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	64.5	67.9	52.8
Writing	69.4	76.7	63.3
Mathematics	64.5	75.2	56.8
All Three Tests	53.2	57.4	41.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	93.9	98.8	99.0

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	38.7	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	97.1	97.4	96.4

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 demonstrated that our students exhibit continued progress in Reading, Writing, and Mathematics, with the percentages of 4th graders at or above goal in Mathematics at 65, Reading at 65, and Writing at 69.

Student Accomplishments

Many children excelled in the WordMasters program, a nationwide program that promotes vocabulary-building and critical thinking. Forth grade classes at Whiting Lane partnered with classrooms from another Connecticut school district through an interactive on-line writing grant program. In addition, 55 students, grades 3 through 5 participated in an after school writing club directed by four teachers. Three students, honored for prize-winning or otherwise exemplary poetry and expository writing, saw their work published. A fourth grade student's artwork was selected to become part of a district Permanent Art Collection. One of our second grade classes was a designated a winner in the "Calendar Club Mysteries Writing Contest of 2005."

Areas of Need and Plans for Improvement

During the 2004-2005 school year, we focused on the areas of Writing and Respect and Responsibility. These two areas of concentration are highlighted in our School Improvement Plan in keeping with the State Department of Education's requirements and the requirements of No Child Left Behind. Staff members collaborated in rich professional development in these areas to better inform instruction and sustain the attributes of a productive learning community. Teachers worked within and among grade level teams to enhance their writing instruction and in the use of Responsive Classroom and Second Steps techniques. An emphasis was placed on the integration of writing instruction into all of the subject areas, with each team planning and implementing specific enhancements or additions to the curricular. These targeted areas remain the focus of our School Improvement Plan for the 2005 - 2006 school year.

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 2004-2005 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 Spanish program provided at the 4th and 5th grade levels. The Spanish Club was again open to Kindergarten students. A Chess Club was also offered. Children of diverse ethnic and racial backgrounds participated in all extra-curricular activities, as did children in our Special Education programs. 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 and Second Steps programs served as springboards to increased understanding of cultural identity.

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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