

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Whiting Lane School
West Hartford School District**NANCY M. DEPALMA, Principal
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West Hartford,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOLSchool Type: Traditional/Regular
School Grade Range: PK- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 504
5-Year Enrollment Change: 13.3%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	84	16.7	14.5	33.1
K-12 Students Who Are Not Fluent in English	40	9.9	10.2	7.3
Students with Disabilities	125	24.8	11.2	10.8
Students Identified as Gifted and/or Talented	31	6.2	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	79.7	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	259	83.0	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.5	19.7	18.1
Grade 2	21.0	20.7	19.3
Grade 5	23.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills	18	18
Mathematics	201	199
Music	36	33
Physical Education	54	40
Science	76	97
Social Studies	75	92
Technology Education	0	1
World Languages	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 14.5% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	9.9	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	49.2	75.0	79.1

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.9	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	25.0	33.6	27.7
# of Print Periodical Subscriptions	26	22	16

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	26.40
Paraprofessional Instructional Assistants	18.25
Special Education: Teachers and Instructors	13.80
Paraprofessional Instructional Assistants	19.00
Library/Media Specialists and Assistants	1.25
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.40
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	15.30

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.8	11.4	13.2
% with Master's Degree or Above	74.4	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.3	6.3	8.7
% Assigned to Same School the Previous Year	58.1	68.2	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement 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 the district website and resources are just a few of the means utilized to foster contact with the community-at-large. The Whiting Lane website <http://www.whps.org/school/whiting/index.htm> provides a source of considerable information regarding the school and through its link to the West Hartford Public Schools website. Both provide rich resources relative to timely news, policy and practice. This year they served as the most opportune means of quickly relaying information regarding problems that could potentially impact students. The expectation of a 24 hour turnaround time for responding to parental concerns is the norm. Our school newsletter, The Whiting Wire, is a most efficient and cost effective means of getting important information out to parents on a regular basis. Routinely, 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, two Student Assistance Teams meet weekly to discuss students who have been referred (either by teachers, parents, or other personnel). A student Action Plan is designed, monitored, and reviewed to determine if referral to PPT is warranted. Parent input and cooperation is critical. 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 by this relationship. Our ever increasing ELL population requires investment in 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. PTO "Room Parents" act as liaisons between teacher and parents. They garner parental support for assistance in classroom based activities (e.g., hands on presentations, cultural events, field trips, etc.). The PTO events held throughout the year foster home-school partnerships (e.g., Special Persons Breakfast, New Families Picnic).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	54	10.7
Black	59	11.7
Hispanic	73	14.5
White	317	62.9
Total Minority	187	37.1

Percent of Minority Professional Staff: 3.4%

Open Choice: 1 student attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 16.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

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.

As a school within District Reference Group B, Whiting Lane enrolls students from households that span the full socioeconomic status strata. The percent of students with Non-English Home Language is approximately 18%. Our total minority population is 33.8%, with the subgroup range between 11.3 and 11.7% (i.e., Asian American, Black, and Hispanic). The percent of students receiving special education services is 27.3%. Close to 50 countries of origin are represented within the Whiting Lane School community. Flags representing each country and those of newly enrolled foreign students continue to be added to our main lobby permanent collection. Each year at the Fifth Grade Recognition Ceremony in June a new flag is presented to the principal by the ESOL students. Whiting Lane continually seeks ways to improve existing practices and to maximize the richly diverse "human capital" that exists at every level within our total constituency. Students are encouraged to think beyond themselves and engage in initiatives that foster service to others. The year long "What have you done for someone else today?" project was modeled on Dr. Jack McConnell's Volunteers in Medicine Institute's philosophy that promotes a culture of caring. Students were given the opportunity to chart their personal efforts to help others by tacking descriptions of their daily "acts" on a main lobby bulletin board. The community at large was encouraged to chart their actions as well. Cultural Council presentations during the 2007-2008 school year included Sirius Coyote and Brian Gillie: Song, Dance and the Possibilities. Performing both in Spanish and English, the Sirius Coyote troupe performed musical stories from South American and the Caribbean. The Brian Gillie program helps students gain self-confidence in their creative abilities, critical thinking skills and through song writing and dance invention. 2007-2008 grants included: Poet in Residence (to support 4th grade writing curriculum), Steps to Respect (anti-bullying program), and Anita Arrives: A Look at Reading and Writing through an Author's Eyes. Caribbean Dance and Steel Pan steel drummers performed using interpretive dance and music to break traditional stereotypes.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	50.0	40.9	33.8	83.2
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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 Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.0	65.1	52.0	70.1
Writing	67.8	76.0	63.4	55.8
Mathematics	68.3	71.9	60.0	61.4
Grade 4 Reading	63.9	70.7	55.9	61.6
Writing	70.5	71.0	62.9	61.5
Mathematics	72.1	71.7	60.3	68.8
Grade 5 Reading	82.6	71.6	62.2	85.8
Writing	88.4	75.2	64.5	91.8
Mathematics	88.6	78.6	65.9	91.4
Science	71.4	62.5	54.9	76.1
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

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.4	97.3	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 7 students were responsible for these incidents. These students represent 1.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	0
Total	11	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Whiting Lane the year begins with a thorough analysis of CMT data by the full faculty, all grade level teams, and on an individual teacher basis. Students not at goal/proficient level are identified, as are the most vulnerable subgroups. In addition, a thorough review is made of the students in the advanced categories. This provides baseline data that is incorporated throughout the year in ongoing assessment practices. Scores on the 2008 CMT results indicated strong performance overall (74.3% at goal) and especially in grade 5 (87.0%). Grade 5 results placed Whiting Lane students in the top tier across the district in all areas including science. In reviewing cohort growth grade 3 to 4 students made gains in writing and math; grade 4 to 5 in reading and math. Forty-eight percent of fourth graders performed at the advanced level in writing. While this performance was exceptional for Whiting Lane, our work with underperforming groups (i.e., students with disabilities, economically disadvantaged, black, Hispanic, and ELL) continues to require particular emphasis. Grade level teams meet in seminar with administration twice a month and weekly at grade level team meetings. All meetings focus on improving instruction and student achievement. Within the annually developed School Improvement Plan, specific needs are identified, Tier 2 Indicators are generated [i.e., interventions that provide more intensive instruction or social/emotional supports (e.g., small groups, highly focused instruction on specific skill sets, frequent progress monitoring, etc.)], new and continued strategies are detailed, a plan for monitoring and evaluating evidence is outlined, and professional development activities are proposed.

SUPPLEMENTAL SCHOOL INFORMATION

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

The Whiting Lane School mascot is “Flash” the Wise Owl and its motto is “Knowledge...guaranteed for life!” Both serve to remind all students that few other ideals come with a lifetime guarantee and will serve them as well in achieving personal aspirations and the goals outlined in the Whiting Lane Mission Statement. The value of lifelong learning is cultivated from the start of each student’s tenure in Whiting Lane and is daily supported by and reflected in the educational practices of all staff, parents, and community members alike. Respect and Responsibility remained a school goal. The Second Step Program and Responsive Classroom techniques were incorporated into classroom based lessons at each grade level. Service, giving back to and supporting the community are fundamental values at Whiting Lane. While its Student Council meets during the school day, its initiatives most often include activities centered on school improvement efforts in and outside of school (e.g., “The Recycling Crew”), building school spirit (e.g., Crazy Hat Day), targeted fund raising (e.g., “Pennies for Patients,” the Red Cross, soldiers in Iraq/Afghanistan,) and community outreach (e.g., winter coat/mittens collection, West Hartford Food Pantry). Whiting Lane School is actively engaged in supporting Autism Speaks. For the past three years, the entire community rallied in its fundraising efforts for “Walk Now for Autism.” This past year Whiting Lane was named the recipient of the Greater Hartford Walk 2007 Gold Team Award for its level of contribution to the cause. The Hoot (online school newspaper) has student reporters in grades 3, 4 and 5 select monthly issue themes, interview members of the student, staff, and parent community, and submit articles for consideration by parent and teacher moderators. Developing a community of caring is fostered through morning announcements that are student created and delivered daily to the entire school via the Public Address system. They end with the recitation of the Whiting Lane School Code.

Filename: ELEMA443.DOC
Directory: J:\SSPbox\SSP Internet 2007-08
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 155-13
Subject:
Author: csde
Keywords:
Comments:
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