

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-6 Edition

Whiting Lane School**West Hartford School District**

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Location: 47 Whiting Lane
West Hartford,
Connecticut

Website: www.whps.org/school/whiting/index.htm

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 SCHOOL

School Type: Traditional/Regular Education
School Grade Range: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 538
5-Year Enrollment Change: 3.1%

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	119	22.1	17.0	38.3
K-12 Students Who Are Not Fluent in English	44	9.7	8.4	7.7
Students with Disabilities	131	24.3	9.8	10.8
Students Identified as Gifted and/or Talented	28	5.2	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	90.7	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	346	91.3	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	18.8	19.4	18.4
Grade 2	23.0	20.4	19.9
Grade 5	23.3	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% 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	9.7	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	67.9	84.0	81.3

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	3.2	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	42.1	37.7	29.5
# of Print Periodical Subscriptions	13	20	12

*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		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.
General Education: Teachers and Instructors	29.65	
Paraprofessional Instructional Assistants	2.00	
Special Education: Teachers and Instructors	12.00	
Paraprofessional Instructional Assistants	41.00	
Library/Media Specialists and/or Assistants	1.50	
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	3.60	
School Nurses	2.00	
Other Staff Providing Non-Instructional Services and Support	16.70	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.1	12.0	13.7
% with Master's Degree or Above	78.7	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.0	7.3	8.7
% Assigned to Same School the Previous Year	85.1	88.1	83.9

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 website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Whiting Lane School, ongoing communication is a priority. Weekly classroom newsletters, communication books, homework logs, grade level websites, a school main page linked to the district website and resources are examples of means to foster contact with the community-at-large. The Whiting Lane website, under new construction, will serve as a source of information regarding the school through its link to the West Hartford Public Schools website. Resources relative to timely news, policy and practice are offered via this medium. It also serves as a means of quickly relaying information regarding problems that could 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. Full integration of electronic formats for parent communication is implemented. 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, Student Success Teams meet weekly to discuss students who have been referred as part of the SRBI process. An Individual Performance Plan (IPP) is designed, monitored, and reviewed to determine if referral to PPT is warranted. Parent input and cooperation are 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, etc.). The PTO events held throughout the year foster home-school partnerships (e.g., New Families Picnic, Fall into Fun, Spring Fair).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	51	9.5
Black	60	11.2
Hispanic	95	17.7
Pacific Islander	0	0.0
White	314	58.4
Two or more races	18	3.3
Total Minority	224	41.6

Percent of Minority Professional Staff: 4.8%

Non-English Home Language :

18.3% 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 16.

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.

The Whiting Lane School Code forms a foundational philosophy that promotes a culture of caring (i.e., "Whiting Lane citizens are respectful and responsible, make good choices, and we always take care of each other."). The "Code" is recited by the entire school every day at the close of morning announcements. Whiting Lane continually seeks ways to improve existing practices and to maximize the richly diverse skill sets and experiences that exist at every level within our total constituency. Students are encouraged to think beyond themselves and engage in initiatives that foster service to others. Close to 50 countries of origin are represented within the Whiting Lane School community. Flags representing countries of newly enrolled foreign students are added yearly to our main lobby permanent collection. A new flag is presented to the principal by the ESOL students at the Fifth Grade Recognition Ceremony in June. Approximately 21% of students are from Non-English speaking homes. Total minority population is 37.9%, with the subgroup range between .04 and 17.2% (i.e., Am. Indian, Asian American, Black, Hispanic). Students receiving special education services is 29.7%. Mariachi Fiesta Del Norte-Music of Mexico, Taikoza Japanese Music & Dance, and Sabor Taino performed in 2010-2011. Through music, song, dance, and storytelling, these programs respectively celebrated and taught about the Hispanic, Japanese, and Taino cultures. Whiting Lane took part in the Hello! West Hartford community initiative whose ultimate goal is to create an atmosphere of greater inclusiveness and belonging in West Hartford. A new language was celebrated each month with varied activities stressing the language of different countries from which residents hailed. 2010-11 grants included El Dia del Taino, Collaboration Makes us SMART: There's no I in Team, and The 2Cans Steel Drum Ensemble (support of 3rd grade Caribbean studies). A "Café Latino" evening for Hispanic parents, along with a Spanish translated Parent Handbook, supported efforts to foster communication and enhance home-school relations.

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	72.2	68.1	50.9	86.4
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	68.1	71.5	58.4	64.7
Writing	66.2	74.0	61.1	55.9
Mathematics	64.9	76.4	63.0	49.8
Grade 4 Reading	67.7	77.7	62.5	57.4
Writing	67.2	77.8	65.5	50.6
Mathematics	66.7	81.4	67.0	48.0
Grade 5 Reading	80.3	73.5	61.4	83.0
Writing	89.9	80.5	66.8	94.1
Mathematics	82.8	83.3	72.5	67.3
Science	71.0	68.2	59.9	65.0
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	98.9	97.6	94.8

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 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	5	0

* Counts by category may be suppressed to protect student privacy.

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 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. A thorough review is also made of students in the advanced categories. This baseline data is incorporated throughout the year in ongoing assessment practices. 2011 CMT scores indicated good overall performance (72% at goal in reading; 72.1% in math). The actual % of students at or above goal in reading and writing for grades 3, 4, and 5 was higher than targeted goal (72.0=+2.6 and 74.4=+2.1 respectively). The all-grade results for writing demonstrated a 5.6 point increase from 2010. The % of students at/bove mastery for grade 5 students in all content areas (reading, writing, and math) surpassed goal by an average of 7.7 points. 2011 Writing scores for grade 5 increased by 8.8 points. The cohort change for grades 4 to 5 Reading increased by 7.4 points (74.1 to 81.5), for Writing increased by 22.6 points (67.7 to 90.3) and for Math increased by 14 points (70.2 to 84.2). The writing scores of students in grade 3 increased by 5 points and the average difference in reading, math, and writing scores from 2010 demonstrated an average increase of 4.8 points. The % of students receiving free/reduced lunch increased to 24.3%; Whiting Lane now ranks with the 3rd highest percentage of elementary students receiving free/ reduced lunch. Whiting Lane ranked 3/11 schools at or above goal in reading and 9/11 schools at or above goal in writing. While celebrating these successes, we have work to do this year, particularly in meeting the needs of students in targeted subgroups (i.e., Hispanic, students with disabilities-math, economically disadvantaged). 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 Development Plan, specific needs are identified, a Theory of Action is generated, new and continued strategies for continuous improvement are detailed, a plan for monitoring and evaluating evidence is outlined, and professional development activities are proposed. 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.

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 Code supports Love & Logic methodology and provides a foundation for all discussions of behavioral interventions (i.e., in the classroom, with administration, and with parents). The 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 Pre-K on and is daily supported by the educational practices of all staff, parents, and community members alike. Respect, Responsibility, and Caring for Each Other remain school goals. The Second Step Program, Responsive Classroom and Bucket Filling techniques are incorporated into all grade-based discussions. Service, giving back to and supporting the community are fundamental values at Whiting Lane. The initiatives of the Student Council 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, actively engaged in supporting Autism Speaks, rallies yearly in fundraising for "Walk Now for Autism." The Hoot (online school newspaper) has student reporters in grades 3, 4 and 5 select the monthly issue themes, interview members of the student, staff, and parent community, and submit articles for consideration by teacher moderators. We continue to seek alternatives to "going green." One of our important initiatives is the "Bring the Greenhouse back to Whiting Lane" project; the creation of a greenhouse and community garden. Developing a community of caring is fostered through morning announcements that are student created, delivered via the public address system, and end with the recitation of the Whiting Lane School Code.

Whiting Lane School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Whiting Lane School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient													
	n	Current	2 Year	3 Year	AYP Target	Met?	n	Current	2 Year	3 Year	AYP Target	Met?	Unadjusted	Confidence	Adjusted	AYP Target	Unadjusted	Confidence	Adjusted	AYP Target
		Avg.	Avg.	Avg.	Met?		Avg.	Avg.	Avg.	Met?			Interval	Interval	Interval	Met?	Interval	Interval	Interval	Met?
Whole School	223	100.0	100.0	99.8	Yes	221	100.0	100.0	100.0	Yes	85.8	6.0	6.0	91.8	Yes	82.1	6.8	6.8	88.9	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	21	-	-	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	25	-	-	-	-	24	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	45	100.0	100.0	100.0	Yes	45	100.0	100.0	100.0	Yes	68.2	16.5	16.5	84.7	No	59.1	17.5	17.5	76.6	No
White	120	100.0	100.0	99.7	Yes	120	100.0	100.0	100.0	Yes	94.1	5.6	5.6	99.7	Yes	91.6	6.7	6.7	98.3	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	12	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	24	-	-	-	-	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	43	100.0	100.0	100.0	Yes	43	100.0	100.0	100.0	Yes	68.1	16.0	16.0	84.1	No	74.5	15.1	15.1	89.6	Yes
Economically Disadvantaged	51	100.0	100.0	100.0	Yes	49	100.0	100.0	100.0	Yes	72.9	15.1	15.1	88.0	No	60.4	16.7	16.7	77.1	No
Additional Academic Indicator: Writing (70% At or Above Basic)												AYP Target Met?		Yes						

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
Whiting Lane School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

