

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Whiting Lane School**West Hartford School District**

Telephone: 860-233-8541

Location: 47 Whiting Ln.
West Hartford,
ConnecticutWebsite: 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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 512
5-Year Enrollment Change: 1.6%**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	103	20.1	18.0	41.3
K-12 Students Who Are Not Fluent in English	34	7.8	7.5	8.1
Students with Disabilities	114	22.3	9.4	11.2
Students Identified as Gifted and/or Talented	25	4.9	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	54	84.4	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	349	93.8	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	21.3	19.6	18.9
Grade 2	19.8	19.3	19.8
Grade 5	23.7	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10% 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	7.8	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	66.7	87.1	79.2

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	2.6	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	37.2	37.3	29.7
# of Print Periodical Subscriptions	23	17	10

*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	28.45	
Paraprofessional Instructional Assistants	1.50	
Special Education: Teachers and Instructors	12.00	
Paraprofessional Instructional Assistants	63.00	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	0.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00	
Counselors, Social Workers, and School Psychologists	3.60	
School Nurses	2.00	
Other Staff Providing Non-Instructional Services and Support	17.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.4	13.0	13.7
% with Master's Degree or Above	88.6	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.4	8.2	9.1
% Assigned to Same School the Previous Year	88.6	84.4	84.3

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, regular ongoing communication is a top priority. Weekly classroom newsletters, communication books, homework logs, email correspondence, grade level websites, and a school web page are examples of methods to foster contact with the community-at-large. The extensive Whiting Lane website includes several resources relative to timely news, policy and practices of the school. Our school newsletter, The Whiting Wire, is a most efficient and cost effective means of relaying important information 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, and community mentors are recruited and trained annually to be paired 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 projects, student 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, Movie Night).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	49	9.6
Black	59	11.5
Hispanic	93	18.2
Pacific Islander	0	0.0
White	294	57.4
Two or more races	17	3.3
Total Minority	218	42.6

Percent of Minority Professional Staff: 7.1%

Non-English Home Language :

16.5% 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.

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. In addition, our school wide PBIS initiative (Positive Behavioral Interventions and Supports) focuses on a standardized method of teaching all students appropriate, respectful and responsible behaviors in all school settings. Whiting Lane continually seeks innovative methods to improve existing practices and to maximize the richly diverse skill sets and experiences that exist at every level within our school. Students are encouraged to think beyond themselves and engage in initiatives that foster service to all others both in and outside of the school population. 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 22% of students are from Non-English speaking homes. Total minority population is 40%, and students receiving special education services is approximately 26%. Whiting Lane participates 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 is celebrated each month with varied activities stressing the culture of different countries from which residents hailed. An International Café evening is held for ESOL parents, a partnership with high school students which includes several outings throughout the year centered on a Peace theme, and the 2Cans Steel Drum Ensemble (supporting Caribbean studies) further sustained 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	72.0	70.7	52.0	85.1
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	68.4	71.7	56.9	67.5
Writing	68.4	75.8	60.0	63.1
Mathematics	70.0	73.1	61.4	60.7
Grade 4 Reading	79.2	75.4	62.6	78.5
Writing	71.2	73.9	63.0	62.1
Mathematics	71.2	73.0	65.1	58.1
Grade 5 Reading	71.4	79.4	66.9	56.0
Writing	76.9	81.0	65.6	69.7
Mathematics	73.4	81.2	69.2	54.3
Science	72.7	76.3	62.3	65.1
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.com.

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	100.0	97.6	96.5

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 2011-12 school year, 7 students were responsible for these incidents. These students represent 1.1% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	2
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	2
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	3	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At Whiting Lane the year begins with a thorough analysis of state assessment 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, and utilized to both inform and improve instruction practices in all classrooms. The rigorous common core curriculum based on state and national standards is fully implemented in all grade levels in the areas of mathematics and literacy (reading/writing). Student progress towards academic goals is monitored on a regular basis through district assessments and common curriculum-based measures. Grade level teams meet weekly at Professional Learning Community meetings, where effective instructional strategies are shared and an analysis of student work is conducted. All meetings focus on improving instruction and student achievement, with an emphasis on differentiated teaching practices to engage students at all levels, inclusive of each child's individual learning style and ability level. Our new Teacher Evaluation System provides clear measures of accountability for faculty, and directly links teacher practice with student learning outcomes. The instructional framework focuses on five domains, including: classroom environment, planning and preparation, instructional practice, assessment, and professional responsibilities. 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 work 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/Whiting Lane Food Pantry). Whiting Lane School, actively engaged in supporting Autism Speaks, rallies yearly in fundraising for "Walk Now for Autism." The Hoot (ACABE Award Winning 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 "The Living Classroom/Greenhouse" 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.
