

STRATEGIC SCHOOL PROFILE 2002-03

Elementary School K-6 Edition

Aiken School
West Hartford School District

MAUREEN LANTNER, Principal
 School Type: Traditional/Regular

Telephone: 860-233-6994

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 K - 5
 Total January Enrollment 415
 5-Year Oct. Enrollment Change 8.9%*

**FACILITIES, 2001-02**

of Permanent General Classrooms 19
 # of Portable Classrooms 3
 Year of Original Construction 1964

*Between 1997 and 2002, 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	2002-03	3.6	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	14.7	15.5	13.4
	1998-99	14.7	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	91.0	88.7	86.7
	1997-98	91.6	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	91.7	85.3	75.9
	1997-98	65.6	73.5	70.4

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)	28	6.7	7.0	5.4
Compensatory Education	17	4.1	13.2	25.1
Full or Extended Day Kindergarten	73	N/A	N/A	N/A
Gifted and Talented Program	14	3.4	3.5	2.3
Special Education	25	6.0	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	43	10.4
Black	19	4.6
Hispanic	17	4.1
White	334	80.5
Other	0	0.0

Total Minority 2002-03 19.5%

Total Minority 1997-98 19.1%



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.

The West Hartford Public Schools elementary social studies curriculum provides rich opportunities for increasing student awareness of diversity through a study of ethnic and cultural differences and similarities. Kindergarten's focus on Mexico culminated this year in a fiesta of song and dance. First grade students appreciated their study of Kenya and demonstrated their learning through a Harambee Festival. Japan is studied in second grade where students worked on projects to understand cultural practices, food and clothing, history, and geography. Students worked with a puppeteer to design Japanese puppets and present skits representative of their learning of different aspects of the culture. In third grade, students studied the West Indies and participated in art activities, reading, writing, and music of this culture. Their presentation to parents and students evidenced a deep understanding. Fourth graders at Aiken studied explorers, while fifth graders studied the American Revolution. A culminating evening activity for fifth graders was Freedom Quest, a presentation of what students learned about the integration of cultures in America at its beginnings. Spanish was taught for the second year in both fourth and fifth grades. Spanish music was integrated into both winter and spring concerts.

Many community service projects occurred at Aiken School this year. Aiken's Student Council held a gently used book drive. 1,130 books were collected from students and these were delivered to a neighboring school in Hartford to support their library collection. This marks the second year of a partnership with this school through supporting the development of resources. Our second grade students, through a program entitled, *Young Hearts* collected new toys for a local children's hospital, gently used clean coat for the HANOC center, videos, books, and art supplies for the Connecticut Children's Medical Center, and kitchen and personal care items for the Bridge. In response to America's troops being overseas, personal care items and small recreational items were collected and sent abroad. Additionally, a toy drive was held to benefit a local children's hospital during the holiday time. Students at Aiken read books on tape and these were donated to the same hospital for children to enjoy. Lastly, can tabs were collected and donated to help the Ronald McDonald house. These many activities provided students with a sense of contribution to their surrounding community, as well as increased their awareness of the diversity of the area.

Aiken's PTO was active in supporting a celebration of diversity. A cultural potluck dinner was held with many different cultures represented and spotlighted. Efforts will continue to ensure students learn not only to accept differences, but also to appreciate and celebrate differences inherent in us all.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	986

*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	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.5	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

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*	26.9	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	7.6	12.6	16.1
# of Print Periodical Subscriptions	12	24.9	17.3
# of Non-Print Materials	310	255.4	421.6

*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	2002-03	18.0	19.2	18.3
	1997-98	19.7	19.6	19.0
Grade 2	2002-03	20.7	19.3	19.5
	1997-98	18.7	18.9	20.5
Grade 5	2002-03	22.3	21.0	21.6
	1997-98	23.3	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	28.5	26.8
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.6	0.6
Other Professionals	1.6	1.8
# of Non-Certified Instructional	4.0	3.5

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	2.5	2.6	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.1	11.1	12.9
% with Master's Degree or Above	62.5	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	35.0	35.2	26.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	17	N/A
English Language Arts*	426	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	75	79	96	No
Social Studies*	70	73	96	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, 13.4% 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	Yes	Yes
Summer School (2002)	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 2001-02 School Year	0.7	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	8.1	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	87.5	89.2	83.5


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 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	86	80.6	74.3	55.9
Writing	86	90.3	76.1	61.5
Mathematics	91	85.5	80.9	60.4
All Three Tests	76.6	71.0	64.2	42.1
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	100.0	100.0	97.2	96.5



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	60.0	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	97.6	97.6	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

Over the past six years, fourth grade performance on the Connecticut Mastery Test has demonstrated a strong, growing trend toward excellence. More recently, students have maintained a high level of performance. In 1999, 65% of Aiken School's fourth grade students met mastery on the writing prompt and there was an average holistic score of 7.8. In 2002, 90% of students met mastery in writing and the average holistic score was 9.0. Due to the change from second to third generation CMT, there are no long-term comparable scores in mathematics; however, students have maintained strong performance in 2002 with 85% mastery. In reading, 81% of students in fourth grade met mastery. The consistently strong performance, as well as the increase in performance in writing, can be attributable to high expectations, shifts in curriculum, instruction, and assessment, staff development, differentiation, and the tremendous involvement of the parent population.

Student Accomplishments

Continuing the tradition of excellence in the area of the Arts, 95% of our fourth and fifth graders participated in band, orchestra, and/or chorus. Additionally, select students participated in Inter-elementary band, orchestra, and chorus for students who excel in these areas. Student leadership is an important piece of our school. Through Student Council and Safety Patrol, Aiken School students worked hard to model empathy, respect, and responsibility. Additionally, many students in our upper grades serve as informal mentors for students in the lower grades. This has been quite successful and will continue to be expanded.

Needs and Improvement Plans

A focus on "best practice" will guide our staff's continued learning, particularly in the area of differentiation. Through reading current literature, opportunities to share "best practice," observe colleagues, co-teach, and reflect collaboratively, we will continue our quest for excellence with zeal.

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.

Aiken School has a population of just over 400 students. Given a projected future enrollment increase, a major addition and renovation project was begun during the 2002 - 2003 school year. Upon completion at the end of summer 2003, this project will furnish our school with many desirable new learning spaces. Our media center, the hub of our literacy initiatives, will contain a variety of learning spaces. This will include a computer lab, reading area, research area, instructional space with projector for presentations, and an outdoor sitting wall. Aiken School will also have an additional cafeteria, an expanded gymnasium, and renovated small group instructional spaces. This past spring, our new wing of five classrooms and new art room opened to the buzz and excitement of learning.

Aiken's Student Assistance Team provided support to teachers as they assisted students academically and socially. This was done through a collaborative process of brainstorming instructional and management strategies. Indeed, staff collegiality and camaraderie is the cornerstone to the success of our students. Aiken's Safety Patrol and Student Council provided leadership opportunities for students to practice our focus on empathy, respect, and responsibility.

Differentiation continued to be a strong focus instructionally, with teachers broadening their repertoire of strategies through collaboration. Aiken's publishing center enjoyed its third year of success as many students worked hard to creatively express themselves in writing. As a culminating experience, Authors' Teas were held to share with parents, teachers, and siblings. Lastly, Aiken School has a passionate parent community and the PTO dedicated itself to supporting student learning, appreciating staff, and fundraising for enrichment opportunities.

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

