

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

Aiken School
West Hartford School District

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Location: 212 King Philip Drive
 West Hartford,
 Connecticut

Website: www.whps.org/school/aiken/homepage.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
 School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 457
 5-Year Enrollment Change: 10.1%

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	31	6.8	14.5	33.1
K-12 Students Who Are Not Fluent in English	50	12.0	10.2	7.3
Students with Disabilities	40	8.8	11.2	10.8
Students Identified as Gifted and/or Talented	16	3.5	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	62	93.9	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	341	97.7	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	22.0	19.7	18.1
Grade 2	19.3	20.7	19.3
Grade 5	25.3	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	12.0	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	87.8	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	4.9	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*	34.3	33.6	27.7
# of Print Periodical Subscriptions	17	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	29.10
Paraprofessional Instructional Assistants	1.50
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and Assistants	1.00
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	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.80

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	11.1	11.4	13.2
% with Master's Degree or Above	77.1	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.0	6.3	8.7
% Assigned to Same School the Previous Year	71.4	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.

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

Aiken Elementary School values and promotes family involvement in the education of our students. During our Open House and Curriculum Night presentations, parents and guardians are encouraged to participate in all aspects of the Aiken community, including participation in the PTO and volunteering in classrooms. A volunteer orientation is held in September to orient new parents to the volunteering process. During this past year, our volunteers were recognized through an evening concert and a special recognition breakfast in the spring.

Teachers communicate regularly with families regarding students' progress within the curriculum, through newsletters, e-mails, notes and phone calls. In addition, teachers meet with parents in conferences to review progress in report cards in November and March. Teachers provide detailed information regarding homework, school curriculum themes, projects and events that occur at each grade level. This information is also highlighted on our school website. Our school newsletter is also available for families on the website and a PTO webpage is being created for the upcoming school year so that PTO events and information can be shared.

During the 2007-2008 school year, parents helped to create a new nature trail on the Aiken School grounds. During the new school year an amphitheatre will be added so that both school and evening family events can be held to benefit the entire community.

Parents and community volunteers also serve as mentors and tutors at Aiken School. In addition, our PTO Cultural Council sponsors outstanding music and movement presentations for the students. This year, two musical performances showcasing multicultural music and dance, the Wing Masters Program for third grade and an anti-bullying program "Steps to Respect" and were a few of the programs funded by our PTO to benefit students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.1
Asian American	80	17.5
Black	41	9.0
Hispanic	28	6.1
White	303	66.3
Total Minority	154	33.7

Percent of Minority Professional Staff: 2.4%

Non-English Home Language: 21.4% 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 19.

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.

Aiken School has undertaken a variety of community service projects during this school year as a way of reaching out to other members of the community. In October, a Walk-a-thon was organized in recognition of Make a Difference Day for Charter Oak School, to help provide playground toys after their school playscape experienced a fire. In addition, the students collected non-perishable food items for Foodshare, a local food pantry. The Student Council made Valentine cookies for local police officers to express appreciation for the work that they do on behalf of our students and community.

Outreach to Aiken's diverse family population was initiated through a Principal's coffee in September, to create an opportunity for an informal parent forum focused on coffee and conversation. A number of Parent Teacher Organization events throughout the year help to encourage parent involvement and family fun through activities such as an ice cream social in September, Pizza Bingo Night in November, a Snow Ball Dance in January, and Family Game Night in March. The school year culminates with a family oriented Fun Fair that includes game booths, food and music.

The West Hartford Social Studies curriculum provides many opportunities for increasing awareness of diversity and the rich cultural background of our community. Each grade level has activities that promote awareness of diversity of cultures. For example, at the first grade level students study Kenya, Kindergarten explores Mexican culture and learning about Japanese culture and customs is part of second grade. Our PTO Cultural Council also supports opportunities for our students to hear and participate in music and dance from other cultures. One such presentation was offered by the musical group Sirius Coyote, who shared music from the cultures of the Americas and the dance rhythms of the Caribbean Islands.

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	60.9	40.9	33.8	94.0
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	70.7	65.1	52.0	81.0
Writing	82.7	76.0	63.4	86.2
Mathematics	68.0	71.9	60.0	60.5
Grade 4 Reading	79.1	70.7	55.9	88.3
Writing	76.1	71.0	62.9	71.3
Mathematics	79.1	71.7	60.3	80.3
Grade 5 Reading	89.3	71.6	62.2	96.8
Writing	93.3	75.2	64.5	97.2
Mathematics	90.7	78.6	65.9	93.3
Science	78.7	62.5	54.9	86.9
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	98.0	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. 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	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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2007-08 school year, Aiken School focused on improving student performance in math and reading. Teachers and support staff planned and collaborated in an ongoing manner, so that curriculum objectives were emphasized through daily instruction in kindergarten through fifth grade. In addition, student performance was reviewed and evaluated through bi-weekly team seminars. Assessment data was used to plan and implement instruction. Small group instruction was provided for students who needed additional review and practice. Staff professional development was linked to building and team goals, and focused on effective instructional strategies to improve student performance in reading, math and written language. As a result of this focused work, students have made significant gains on CMT performance at all grade levels, and exceeded district goals at fifth grade level. Additional work will be focused at third grade in math and at fourth grade in reading and writing.

As part of our school improvement plan, all special area staff members have developed goals to support student performance. Curriculum maps have been provided so that curriculum objectives are being addressed across all disciplines. During the upcoming year, our building goals will focus on increasing academic performance for English Language Learners and students with special education needs. Continued planning, collaboration and team teaching between special education, ESOL and general education teachers will be our focus in improving student achievement.

Parent involvement and collaboration continues to be an integral component to the success of Aiken School community. Parents volunteer at all grade levels and in a variety of activities. Parents consistently participate in parent/teacher conferences, Open House and Curriculum Night presentations. The parent Teacher Organization meets on a monthly basis and actively encourages parent participation in school wide events. Child care is provided so that parents can participate.

SUPPLEMENTAL SCHOOL INFORMATION

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

During this year Aiken School has continued to emphasize the qualities of caring, respect and responsibility through developing the leadership competencies of our students in kindergarten through fifth grade. Through our Safety Patrol and Student Council, our older students have been able to serve as role models and mentors for younger students. They have assisted in classrooms and created a safe and orderly dismissal routine at the close of each school day. Students have created puppet skits for younger students on how to be good friends and understanding differences in others. During this past year, our students worked with teachers to begin a recycling program for paper, cardboard and plastic. All students have learned how to appropriately recycle milk cartons during lunch. Aiken students demonstrate outreach to the larger community through collections for the local food pantry, participating in "Aid a Pet" to provide provisions for animal shelters and contributing to cancer research projects. Under the guidance of a first grade teacher and with the tremendous support of Aiken families, a nature trail and amphitheatre project was begun this past year in the back of Aiken School. The goal of this project will be to make the space an active learning environment for students, staff and families. The amphitheatre will be used for class instruction related to science curriculum and for evening concerts for families.

Aiken staff continues to expand their knowledge of curriculum and instruction through attendance at professional development workshops focused on math, literacy, social studies and science. In addition, opportunities for grade level and vertical grade articulation have assisted teachers in developing rubrics, interpreting assessment data and planning instruction in a cohesive way to support student learning. This will continue to be an area of focus in the upcoming school year as we design our school improvement plan and focus on implementation of effective teaching strategies to improve and enhance student achievement.

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