

STRATEGIC SCHOOL PROFILE 2008-09

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 Education
 School Grade Range: PK- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 453
 5-Year Enrollment Change: 12.7%

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	29	6.4	16.1	34.2
K-12 Students Who Are Not Fluent in English	47	11.2	10.3	7.0
Students with Disabilities	49	10.8	11.5	10.9
Students Identified as Gifted and/or Talented	27	6.0	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	70	93.3	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	320	93.3	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

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	19.9	18.3
Grade 2	17.8	19.2	19.3
Grade 5	22.3	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts	425	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	18	18
Mathematics	201	198
Music	36	32
Physical Education	54	40
Science	76	98
Social Studies	75	91
Technology Education	0	2
World Languages	36	12

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 6.4% of elementary and middle schools that serve Grade K 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	11.2	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.9	75.0	80.3

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	4.0	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	32.9	33.4	28.2
# of Print Periodical Subscriptions	19	20	13

*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	27.80
Paraprofessional Instructional Assistants	2.50
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or 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	8.00

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	11.6	13.3
% with Master's Degree or Above	77.1	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.0	7.0	8.6
% Assigned to Same School the Previous Year	85.7	82.0	83.3

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's website is devoted to homework pages.

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 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 has been created for the upcoming school year so that PTO events and information can be shared. A presentation on CMT results occurs in the fall for parents of students in third, fourth and fifth grades. In February, an overview of the CMT is provided for parents of third graders. This year, our Reading Specialist and Early Intervention teacher presented information on literacy development in young learners to our parents. Students' written work is shared through authors' breakfasts at each grade level.

During the 2008-2009 school year, parents, teachers and community members helped to build the amphitheatre and plant gardens for Aiken Acres, our school outdoor educational environment. 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, our PTO supported an Artist-in-Residence, Susan Reed who presented programs for students, teachers and families; field trips to enrich curriculum themes; the Hartford Stage Company Theatre and Residency to enhance reader's theatre and Smart Board technology for two of our classrooms.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.9
Asian American	95	21.0
Black	34	7.5
Hispanic	25	5.5
White	295	65.1
Total Minority	158	34.9

Percent of Minority Professional Staff: 4.8%

Non-English Home Language: 21.1% 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.

Aiken School has undertaken a variety of community service projects and school-based activities during this school year as a way of reaching out to other members of the Aiken and West Hartford community. In September, poet and musician Susan Reed presented a family folkdance and story night for third and fourth grade families. In October, as part of a Make a Difference Day initiative students collected gently used books to benefit Moylan School, a sister school in Hartford. In addition, the students donated outgrown/unused Halloween costumes to the Hillcrest Area Neighborhood Outreach Center to benefit West Hartford families in need. In December, a coat and toy drive was conducted to benefit the Burgdoff Adult and Pediatric Center in Hartford and during our winter concert, non-perishable food items were collected for the West Hartford Food Pantry. In the spring, the Student Council undertook a fundraising project, "Coins for Canines," to support the Fidelco Guide Dog program. Outreach to Aiken's diverse family population was initiated through a Principal's coffee in October, to create an opportunity for an informal parent forum focused on coffee and conversation. Through a Foundation for West Hartford Public Schools Grant and PTO funding, parents, teachers and community members helped to create "Aiken Acres," an area in the back of Aiken School for gardens connected to grade level science and social studies curriculum, amphitheatre for school/family concerts and a nature trail to enhance exploration and understanding of the environment. Two concerts were held in the fall and spring to celebrate the work of the community members. The first annual Aiken International Night was held in February as a way of celebrating the rich diversity of the Aiken community. This multi-cultural family oriented event focused on learning about customs, heritage and cultures through the sharing of informational displays, ethnic foods and music and dance performances.

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	41.7	38.5	33.6	65.9
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	68.3	64.7	54.6	72.5
Writing	78.3	74.4	62.5	78.8
Mathematics	76.7	73.2	62.8	71.4
Grade 4 Reading	72.4	74.9	60.7	68.5
Writing	80.8	77.5	64.2	80.7
Mathematics	76.6	77.1	63.6	70.9
Grade 5 Reading	85.9	77.7	66.0	88.6
Writing	85.1	75.8	66.5	86.4
Mathematics	86.2	80.5	68.8	84.4
Science	68.7	67.6	58.1	65.5
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	88.3	94.8	96.2

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 2007-08 school year, 6 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 2007-08 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, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	6	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2008-2009 school year, Aiken School continued to focus on improving student performance in math and reading. In addition, our School Improvement Plan focuses on increasing proficiency in reading and math for students in subgroups. Grade level team and individual teacher goals are developed to address implementation of effective teaching strategies. Teachers and support staff plan and collaborate in an ongoing manner, so that curriculum objectives are emphasized through daily instruction in kindergarten through fifth grade. In addition, student performance is reviewed and evaluated through bi-weekly team seminars. Assessment data is used to plan and implement instruction. Small group instruction is provided for students who need additional review and practice. Staff professional development is linked to building and team goals and focused on developing and understanding priority standards and implementing effective instructional strategies. As a result of this focused work, students have made significant gains on district assessments and CMT performance at all grade levels, and exceeded district goals at fifth grade level. Students in subgroups have made gains on CMT performance. This will continue to be an area of focus for the upcoming year, along with implementation of data-driven decision making and the continued development of our Professional Learning Community.

Parent involvement and collaboration continue to be an integral component to the success of Aiken School community. Parents volunteer at all grade levels and in a variety of activities to support the larger Aiken community. Parents are encouraged to share their ideas and feedback on school programs and initiatives through Aiken's Parent Teacher Organization.

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. During this past year, our students worked with teachers to continue recycling and implement energy saving strategies. Aiken students demonstrate outreach to the larger community through collections for the local food pantry and participating in a book drive for a sister school in an urban community.

Under the guidance of a teacher/parent committee and with the tremendous support of Aiken families, a nature trail, grade level curriculum theme-based garden and amphitheatre project have continued this past year in the back of Aiken School. The goal of this project is to make the space an active learning environment for students, staff and families. A fall concert was held in the amphitheatre to initiate the turning of the soil in the gardens. A spring concert was held to celebrate the work that the community accomplished.

Aiken 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 continue to implement our school improvement plan and focus on implementation of effective teaching strategies and data-driven decision making to improve and enhance student achievement.
