

STRATEGIC SCHOOL PROFILE 2011-12

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, 2011: 471
5-Year Enrollment Change: 4.0%

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	42	8.9	17.8	39.4
K-12 Students Who Are Not Fluent in English	32	7.3	8.0	7.8
Students with Disabilities	47	10.0	9.2	10.9
Students Identified as Gifted and/or Talented	24	5.1	4.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	90.8	89.7	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	363	96.8	99.0	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	993

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.7	20.1	18.5
Grade 2	19.3	19.9	19.7
Grade 5	25.0	22.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	32
Computer Education	0	21
English Language Arts	419	430
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	200
Music	36	34
Physical Education	54	43
Science	75	97
Social Studies **	74	87
Technology Education	0	3
World Languages	36	14

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.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	6.8	7.9	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.9	85.0	78.8

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	2.9	2.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.2	94.2
# of Print Volumes Per Student*	33.2	38.1	29.7
# of Print Periodical Subscriptions	18	17	11

*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	30.90	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	3.50	
Paraprofessional Instructional Assistants	10.00	
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	7.80	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	11.8	12.0	13.7
% with Master's Degree or Above	82.1	84.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.2	7.3	8.7
% Assigned to Same School the Previous Year	82.1	85.0	85.0

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.

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. Several community members also serve as mentors to Aiken students. 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 so that PTO and school information can be shared. The PTO has also created a parent brochure for families, which highlights important information. A Parent/Teacher Council was created during the 2011-12 school year, consisting of three parents and three teacher representatives, the principal and curriculum specialist. The Council serves as an advisory group to Aiken School to identify ways to refine communication and provide a mechanism for parent input on topics of concern. Our ESOL (English speakers of other languages) teachers held a parent open house to share the work our students are doing in building skills in English and in mastering curriculum benchmarks. During the 2011-2012 school year an Aiken parent created a green team, consisting of student, parent and teacher representatives to build on our recycling program, providing food tasting opportunities with local chefs in the cafeteria and hosting a Farmers' Market in the fall and spring. A country fair was held in October including crafts, music and an apple pie contest for Aiken families. This year, our PTO raised money to assist with classroom makeovers and supplementing classroom SMART Board technology.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	75	15.9
Black	28	5.9
Hispanic	36	7.6
Pacific Islander	1	0.2
White	314	66.7
Two or more races	15	3.2
Total Minority	157	33.3

Percent of Minority Professional Staff: 4.3%

Non-English Home Language :

20.5% 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 17.

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 continued to initiate a number of community service projects and school-based activities during the 2011-12 school year as a way of reaching out to other members of the Aiken, West Hartford and international communities. In October, as part of a Make a Difference Day initiative, students collected essential donations (bed linens, towels, blankets, etc.) to support the West Hartford Homeless shelter. In December, a coat and toy drive was conducted to benefit the Burgdorf Adult and Pediatric Center in Hartford. During two weeks in March, Aiken School Student Council conducted a food drive for the West Hartford Food Pantry. In the spring Aiken participated in the 'Dunk Your Kicks' Program, collecting old sneakers to be recycled. The money raised from this event assists with medical treatment and research for cancer. The fourth 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. Throughout the year, Aiken students study various countries to develop knowledge and understanding of various cultures. Kindergarten students studied Mexico and our PTO funded workshops with the musical group Fiesta del Norte, to build understanding of Spanish language and music. Second grade studied Japan, learning about the culture, customs and people. The unit culminated with a parent night sharing student presentations and Japanese food. Third grade studied the West Indies learning about various aspects of the country, its people and customs. Food tasting was also part of this unit of study. Our ESOL teachers provide an annual open house to families to share the work that students are doing and to answer parents' questions about the curriculum.

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	80.3	66.6	50.9	94.1
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	75.9	72.0	59.2	80.8
Writing	78.6	76.4	62.7	78.3
Mathematics	77.4	76.3	66.5	68.1
Grade 4 Reading	80.3	78.4	64.1	78.0
Writing	83.6	78.6	65.3	81.6
Mathematics	79.1	80.3	68.0	67.0
Grade 5 Reading	86.5	80.6	67.6	85.0
Writing	90.7	81.1	68.1	93.1
Mathematics	86.7	82.5	71.6	76.5
Science	78.7	74.4	63.9	70.5
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.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	91.3	95.5	95.9

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 2010-11 school year, 1 student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 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, 2010-11		
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	1

* 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 2011-2012 school year, Aiken teachers began to learn about Common Core State Standards in math and English/Language Arts, so that they are prepared to implement units in the upcoming school year. Teachers have been involved in developing the curriculum units and pre/post assessments. Primary teachers attended training in the SIOP model to enhance effective teaching strategies for students with second language backgrounds. Each teacher in kindergarten through fifth grade administered Universal Assessments in reading to screen students and monitor progress throughout the year. Our classroom teachers, reading specialist, early intervention teacher and special education teacher regularly collaborated on students of concern and provided intensive individual intervention to ensure mastery of objectives. The Foundations program was implemented at first grade to assist students with mastery of literacy skills. Teachers continued to work collaboratively in their grade level teams (Professional Team Time) for an hour each week to review student assessment data, develop SMART Goals, create common formative assessments and analyze student work to inform daily instruction. As a result, students have made significant progress over the school year on district assessments, the CMT and in the development of literacy skills. As part of Aiken's Continuous Improvement Plan, teachers spent time observing colleagues to build understanding and expertise in best teaching practices. Focus for the upcoming year will be on developing lessons for Common Core units in math and reading. Parent involvement and collaboration continue to be integral components of the success of the Aiken School community. A newly formed Green Team has helped raised awareness about recycling and healthy eating habits through offering healthy food tastings at students' lunch times and Farmers' Markets twice a year. A Parent/Teacher Council met three times during the school year to review outcomes of a parent survey to develop more consistent home/school communication and establish consistent outreach to families with second language backgrounds

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 the 2011-12 year Aiken School 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. Our Student Council members in grades two through five sponsor spirit days and fund raisers to help give back to West Hartford and adjacent communities. Students have assisted in classrooms and created a safe and orderly dismissal routine at the close of each school day. Utilization of the Second Step Program and Steps to Respect has assisted in addressing and decreasing incidents of bullying at school. Students are recognized for exemplary achievement in academic and social character traits through weekly Principal Sharing presentations and in having their names placed on a central bulletin board that recognizes students' acts of kindness. In the upcoming year, the Aiken community will receive training in PBIS (Positive Behavioral Interventions and Supports) to look at building a systematic approach to building positive behavior. During this past year, our students worked with teachers to continue recycling, implement energy saving strategies, implement healthy food tasting with local chefs and hold a Farmers' Market in the fall and spring. Our fifth graders participated in a project funded by a grant from the Foundation for the West Hartford Public Schools called "Where in the Blazes are We" to mark fire hydrants across the district using GPS trackers. A newly created Parent Teacher Council serves as an advisory group to Aiken School, providing input to school-based initiatives and feedback on areas of concern. Aiken students have benefitted from several assemblies focused on building understanding of different cultures, healthy food habits and building reading and literacy skills with the local public library.
