

**STRATEGIC SCHOOL PROFILE 2000-01**

Elementary School K-6 Edition

**Aiken School**  
**West Hartford School District**

MAUREEN LACEY, Principal  
 School Type: Traditional/Regular

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).  
 Data were provided by the local school district during the fall of 2000.

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**STUDENT ENROLLMENT**

School Grade Range                    K - 5  
 Total Enrollment                        401  
 5-Year Enrollment Change            3.1%\*

**FACILITIES**

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

\*Between 1995 and 2000, was redistricted

**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	3.1	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	14.5	15.3	13.8
	1998-99	14.7	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	92.8	89.8	86.3
	1995-96	90.9	87.0	85.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	93.9	88.5	74.7
	1995-96	35.6	78.8	69.1

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)	20	5.0	6.1	5.1
Compensatory Education	27	6.7	12.3	23.1
Extended Day Kindergarten	66	N/A	N/A	N/A
Gifted and Talented Program	17	4.2	4.9	2.3
Special Education	33	8.2	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	33	8.2
Black	23	5.7
Hispanic	22	5.5
White	321	80.0

**Total Minority 2000-01** 20.0%

**Total Minority 1995-96** 15.9%



### 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.

During the 2000-2001 school year, Aiken School continued its participation in the Project Choice program. Two students from Hartford attended Aiken School. Transportation was provided for students to attend school activities outside of the typical school day.

Throughout the West Hartford Public Schools elementary school curriculum, diversity is taught and celebrated through many avenues. Our Social Studies curriculum, in particular, focuses on a study of ethnic and cultural differences. Kindergarten's focus on Mexico culminated in a celebration of song and dance. Our first graders presented a Harambee festival to celebrate their learning and music of Kenya. Second grade students studied Japan and conducted a celebration of learning assembly on this culture. Third grade students studied the West Indies and participated in art activities, reading, and writing experiences with a culminating steele kettle band to integrate musical understanding of the culture. Fourth graders studied explorers while fifth graders studied the American Revolution and the integration of cultures in America. For the first time, the study of Spanish was introduced to our fourth and fifth grade students. This study was culminated with a presentation by Sirious Coyote with music from a variety of South American countries.

A food drive was held throughout the entire school year. A sister school in Hartford received the food on a monthly basis. Through this experience, all students gained an awareness of their responsibility to care for others.

Aiken students were introduced to the language of respect, empathy, and responsibility, including student definitions of each. Many activities were designed around providing positive reinforcement for students evidencing behaviors demonstrating these words. An awareness of diversity was fostered with a focus on respect for differences in each other. Students learned language and strategies that empowered them to accept responsibility for their actions. This also enabled them to accept responsibility for one another in a positive, cohesive, learning community.

Our Parent Teacher Organization was active in supporting a celebration of diversity. A cultural potluck dinner was held with many different cultures represented and spotlighted. Through providing a variety of enrichment programs, the PTO helped students to learn about other cultures and ethnicities. Students demonstrated insight into the lives of children from other cultures as a result of these programs. We are pleased with our efforts thus far, and plan to monitor our program to ensure students learn to not only accept, but celebrate differences inherent in us all.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	984	984	979

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	100.0	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	5.3	4.9	5.2
% of Computers that are High or Moderate Power	81.3	97.8	86.6
% of Computers with High Speed Internet Access	100.0	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	27.4	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	16.4	14.5	16.5
# of Print Periodical Subscriptions	12	23.1	18.6
# of Non-Print Materials	235	239.1	401.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2000-01	22.0	19.3	18.1
	1995-96	11.5	19.1	19.6
Grade 2	2000-01	19.0	19.7	19.5
	1995-96	19.3	19.8	20.6
Grade 5	2000-01	21.0	20.8	21.7
	1995-96	27.0	23.3	21.9

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	32.5	29.4
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.6	N/A
Other Professionals	1.0	N/A
# of Non-Certified Instructional	3.0	3.5

<b>Professional Staff Race/Ethnicity</b>	<b>2000-01</b>	<b>1999-2000</b>	<b>1995-96</b>
% Minority	2.6	2.9	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	11.6	11.7	13.2
% with Master's Degree or Above	61.5	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	43.6	35.5	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	426	415	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	184	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	2	N/A
World Languages*	36	41	10	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, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	Yes	Yes
Other	Yes	Yes



### 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 1999-2000 School Year	0.7	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	5.4	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year*	82.1	85.3	80.9

\*In 2000, was redistricted

## 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. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

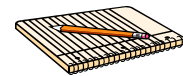
<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	86	74	56.9
Writing	86	75	57.5
Mathematics	91	81	60.2
All Three Tests	76.6	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	100.0	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

<b>Connecticut Mastery Test Index, Third Generation</b>	<b>School</b>	<b>District</b>	<b>State</b>
Grade 4 Reading	91.3	83.4	69.2
Writing	92.6	87.9	76.5
Mathematics	95.9	90.7	78.1
Grade 6 Reading	89.4	86.3	73.0
Writing	91.4	87.5	79.3
Mathematics	88.2	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	56.7	44.2	31.6
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2000	96.3	96.5	96.1

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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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***

Since 1995, fourth grade Connecticut Mastery Test scores indicate steady growth toward excellence. An analysis of the 2000 fourth grade Connecticut Mastery Test results in comparison with the 1995 results indicates remarkable gains. In the area of Degrees of Reading Power, the percentage of students meeting mastery from 1995 to 2000 increased from 75% to 86%. On the Writing Prompt, the percentage of students meeting mastery increased from 79% to 86%, while in mathematics, the percentage increased from 79% to 91%. Each of the increases is the result of staff development, shifts in curriculum and instruction, collaboration among staff, and an ever-burning desire to reach toward excellence.

***Student Accomplishments***

Continuing the tradition of excellence in the area of the Arts, 93% of our fourth and fifth graders participated in band, orchestra, and chorus. Additionally, select students participated in Inter-elementary band, orchestra, and chorus for students who excel in these areas.

Aiken School students work hard at leadership roles with two students per classroom serving as Student Council representatives. Our fourth and fifth graders serve in the leadership role of Safety Patrol. About 30% of students in these grades participate and hone their leadership skills.

***Needs and Improvement Plans***

Differentiation of instruction continues to be a strong focus. Staff development is planned in this area, as well as collegial opportunities for dialogue and additional resources to support this. Through focusing on differentiation of content, process, and products, we strive to meet each student's needs in all areas.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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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.

During the 2000-2001 school year, Aiken School embraced many new learning opportunities. Through the creation of a publishing center, students had opportunities to creatively express their thoughts through writing. This included a final publication of a book as well as Authors' Teas to share with parents, teachers, and siblings. This endeavor was a component to our focus on differentiation and will be expanded next year.

An aspect that defined Aiken School's culture this year was the notion of collaboration. There were many opportunities for teachers to plan collaboratively, brainstorm ideas to help students academically and socially, and discuss current instructional strategies. This year, Aiken School revitalized its efforts to assist at-risk students through the Student Assistance Team. This team met regularly to support teachers by sharing strategies to help individual students improve. Through the Student Assistance Team, common planning time, staff meetings, and in-service workshops, the staff was able to share their knowledge and learn from the strengths of their colleagues.

Aiken School's Student Council and Safety Patrol provided leadership opportunities for students. Through these leadership roles, we helped students to focus on empathy, respect, and responsibility. Aiken's Homework Center served as a strong support system in the intermediate grades. One of the areas in which Aiken School is highly unique is the involvement of parents. Our PTO is extremely positive and active, supporting many activities and enrichment programs. Parents have played a very active role in organizing funds to support a new playground anticipated for the summer of 2002.

Strategic School Profiles may be viewed on the internet at [www.csde.state.ct.us/public/der/datacentral](http://www.csde.state.ct.us/public/der/datacentral). 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](http://www.whps.org)

