

STRATEGIC SCHOOL PROFILE 2001-02

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).
 Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range K - 5
 Total Enrollment 407
 5-Year Enrollment Change 0.0%*

**FACILITIES**

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

*Between 1996 and 2001, 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	2001-02	1.2	12.3	25.7
	2000-01	3.1	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	13.3	15.1	14.1
	1998-99	14.7	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	92.7	89.6	86.2
	1996-97	88.4	84.6	85.4
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	93.8	85.7	75.1
	1996-97	75.0	77.7	69.4

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)	21	5.2	6.7	5.3
Compensatory Education	30	7.4	12.4	24.1
Full or Extended Day Kindergarten	64	N/A	N/A	N/A
Gifted and Talented Program	20	4.9	3.7	2.2
Special Education	28	6.9	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	32	7.9
Black	24	5.9
Hispanic	17	4.2
White	331	81.3

Total Minority 2001-02 18.7%

Total Minority 1996-97 19.2%



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.

Throughout West Hartford, diversity is taught and celebrated through many different avenues. The Social Studies curriculum focuses on 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. Students in this grade 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 FreedomQuest, 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.

This year, Aiken students participated in a fundraiser entitled, "Penny a Page". Students received pledges for reading as many pages as they could. On Dr. Seuss's birthday, students all over the school read throughout the day. Pages were tallied, money collected, and proceeds were donated to a school in Hartford to be used for the purchase of library books. Students and the principal from the school visited Aiken as a result of this connection.

Toys, hats, and gloves were collected and donated to CT Children's Medical Center for children who were in need. Can tabs were collected and donated to help the Ronald McDonald house. Additionally, a food drive was held and the food was donated to the FoodShare program of West Hartford. A used coat drive was held to benefit needy families in West Hartford during the holiday season. Lastly, our second grade students participated in a program called "Young Hearts". They held a toy and coat drive for the HANOC Center in West Hartford. All of these projects provided opportunities for teachers, parents, and students to have conversations regarding the importance of giving and caring for others who are less fortunate. Indeed, responsibility to the community through service is an integral component of Aiken's success.

Aiken's PTO was active in supporting a celebration of diversity. A cultural potluck dinner was held with many different cultures represented and spotlighted. Students throughout Aiken integrated the words respect, empathy, and responsibility into their actions. Students were given many daily examples of what these words mean as a way to reinforce their understanding. Efforts will continue to ensure students learn not only to accept differences, but 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	982

*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	57.1
Voice	100.0	100.0	62.2
Internet Access	100.0	100.0	88.4
Multi-Room Network (LAN)	100.0	100.0	55.8

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	6.8	4.6	4.8
% of Computers that are High or Moderate Power	100.0	99.8	91.6
% of Computers with Internet Access, All Speeds	100.0	84.5	77.1
% of Computers with High Speed Internet Access	100.0	80.4	71.2
% of Internet Computers with Filtering Software	100.0	98.7	80.1

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*	27.0	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	13.6	15.1	17.2
# of Print Periodical Subscriptions	12	23.6	18.2
# of Non-Print Materials	275	193.6	406.3

*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	2001-02	21.3	20.3	18.3
	1996-97	22.0	20.2	19.2
Grade 2	2001-02	18.0	19.6	19.6
	1996-97	23.0	18.4	20.5
Grade 5	2001-02	22.7	21.4	21.5
	1996-97	23.0	21.5	21.7

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	26.8	32.5
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.6	0.6
Other Professionals	1.8	1.0
# of Non-Certified Instructional	3.5	3.0

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	2.6	2.6	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	9.4	10.8	13.0
% with Master's Degree or Above	60.5	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	23.7	29.1	24.8

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	18	N/A
English Language Arts*	426	415	426	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills	18	18	19	Yes
Mathematics*	202	201	186	Yes
Music	36	38	32	Yes
Physical Education	54	54	40	No
Science*	75	79	97	Yes
Social Studies*	70	73	97	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, 14.0% 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 (2001)	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 2000-01 School Year	0.5	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	5.8	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year*	63.2	60.4	83.0

*In 2001, 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.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2001-02	District 2001-02	State 2001-02
Grade 4 Reading	86	85	74	57.9
Writing	86	88	77	61.2
Mathematics	91	85	81	61.0
All Three Tests	76.6	75.6	63.3	42.8
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	98.8	95.5	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	54.3	40.1	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2001	97.3	96.8	95.9

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

Since 1996, fourth grade Connecticut Mastery Test scores indicate steady growth toward excellence. An analysis of the 2001 fourth grade CMT results in comparison with 1996 indicates remarkable gains. In the area of mathematics, the percentage of mastery increased from 73% to 85%. Although the changes in the CMT make for difficult comparisons, 58% of students in 1996 met mastery on the writing prompt while 88% of students met mastery on all writing measures in 2001. In the area of reading, 78% of students met mastery on the Degrees of Reading Power in 1996, while 85% of students met mastery on all reading measures in 2001. These increases are the result of shifts in curriculum, instruction, and assessment, staff development, collaboration, differentiation, and a constant focus on reaching 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. Our fourth and fifth graders served in the leadership role of Safety Patrol. About 30% of students in these grades participate and hone their leadership skills.

Plans for Improvement

Differentiation of instruction has been and continues to be a major focus. Staff development has helped to develop a repertoire of differentiated lessons. Collegial opportunities for sharing and dialogue have helped as well providing times for teachers to co-plan, co-teach, and co-assess individual student work. Through differentiating content, process, and products, we seek to meet each student's needs in all areas.

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. Growth is expected to occur over the next few years. As a result, we will begin a major addition/renovation project this summer. This past year, our building committee of parents and staff has worked with the architects to design the project. The construction will be completed in 2003 and will furnish our school with many desirable new learning spaces including five new classrooms, a new art room and media center, an additional cafeteria, an expanded gymnasium, and new small group instructional spaces. The Aiken community will capitalize upon the many teachable learning moments this exciting project will bring.

Changes to the physical appearance of Aiken were present even this past year as a new playscape and Outdoor Garden/Classroom were added. The passionate involvement of our parent community was significant in seeing these two projects through to fruition. Careful planning for curriculum integration occurred as the Outdoor Garden/Classroom will be used to provide a natural setting for learning at all grade levels.

Aiken's publishing center enjoyed its second 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. Differentiation was at the heart of this endeavor and it will continue to be expanded next year.

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. Also, Aiken's Safety Patrol provided leadership opportunities for students to practice our focus on empathy, respect, and responsibility. Our Homework Center served as a strong support system for students in the intermediate grades.

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
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