

STRATEGIC SCHOOL PROFILE 2003-04

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).

STUDENT ENROLLMENT

School Grade Range K - 5
 Total January Enrollment 402
 5-Year Oct. Enrollment Change -1.7%*

**FACILITIES, 2002-03**

of Permanent General Classrooms 25
 # of Portable Classrooms 0
 Year of Original Construction 1964

*Between 1998 and 2003, was redistricted

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2003-04	4.5	13.0	29.2
	2002-03	3.6	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	18.7	16.4	13.3
	1998-99	14.7	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	98.8	88.8	87.5
	1998-99	84.9	84.9	84.9
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	96.9	85.6	76.4
	1998-99	93.8	78.9	72.0

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)	37	9.2	8.1	6.2
Compensatory Education	35	8.7	13.0	26.6
Full or Extended Day Kindergarten	67	N/A	N/A	N/A
Gifted and Talented Program	18	4.6	4.5	1.9
Special Education	34	8.6	11.5	11.2
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	54	13.4
Black	16	4.0
Hispanic	19	4.7
White	310	77.1
Other	0	0.0

Total Minority 2003-04 22.9%

Total Minority 1998-99 18.2%



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.

The West Hartford Public Schools' elementary social studies curriculum provides rich opportunities for increasing student awareness of diversity through a study of ethnic and cultural differences and similarities. Kindergarten's focus on Mexico culminated this year in a fiesta of song and dance. This was further enhanced as our fifth graders joined in with their singing to culminate their two-year study of Spanish. First grade students appreciated their study of Kenya and demonstrated their learning through a Harambee Festival. Japan is studied in second grade where students worked on projects to understand cultural practices, food and clothing, history, and geography. 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 Freedom Quest, a presentation of what students learned about the integration of cultures in America at its beginnings.

Many community service projects occurred at Aiken School this year. Our School's Student Council held a Pennies for Patients fundraiser to raise money for Cancer victims. This resulted in \$3,000 collected from our community. Through a program, Young Hearts, our second graders held a gently used clean coat drive for the HANOC center. Additionally, our PTO sponsored a toy drive to benefit a local children's hospital during the holiday time. As a result of a grant, Aiken students read books on tape and these were donated to the same hospital for children to enjoy. Our PTO collected can tabs from our community and these were donated to the Ronald McDonald house to offset costs of families staying with their sick children. Our PTO held a cultural potluck dinner with many different cultures represented and they also brought two cultural assemblies to our students focusing Latin music and African dance. These activities provided students with a sense of contribution to their surrounding community and increased their awareness of the diversity of the area. Efforts will continue to ensure students learn not only to accept differences, but also 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	985

*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	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	5.1	4.7	4.2
% of Computers that are High or Moderate Power	100.0	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

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*	33.1	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	11.8	12.1	15.5
# of Print Periodical Subscriptions	10	24.3	16.4
# of Non-Print Materials	200	230.0	395.2

*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	2003-04	21.7	19.8	18.7
	1998-99	21.7	19.9	18.6
Grade 2	2003-04	18.7	20.4	19.8
	1998-99	23.3	19.4	20.1
Grade 5	2003-04	22.7	21.6	21.4
	1998-99	23.3	22.2	21.5

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	25.7	28.5
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.6	0.6
Other Professionals	1.6	1.6
# of Non-Certified Instructional	4.0	4.0

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	2.9	2.5	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	10.3	11.3	13.1
% with Master's Degree or Above	60.0	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	37.1	33.3	28.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	426	414	424	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	18	Yes
Mathematics*	202	201	188	Yes
Music	36	36	33	Yes
Physical Education	54	54	40	No
Science*	75	79	97	Yes
Social Studies*	70	73	96	No
Technology Education	0	0	2	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 (2003)	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 2002-03 School Year	0.5	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	7.6	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	94.3	88.2	84.8


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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2003-04	District 2003-04	State 2003-04
Grade 4 Reading	86	69.9	67.8	54.3
Writing	86	83.3	75.9	65.8
Mathematics	91	72.2	70.9	57.6
All Three Tests	76.6	58.9	56.9	42.3
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	100.0	97.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	57.5	41.0	32.1
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2003	99.0	97.4	97.1

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

In general, fourth grade performance on the Connecticut Mastery Test has shown a strong, growing trend over the past few years. While scores dipped during the 2003 - 2004 school year, growth from 1999 has shown great improvement. In writing, 65% of students met mastery in 1999 while 83% did so in 2003. Math and reading scores this year fell to 72% and 70% mastery, respectively. While these scores are down from the prior year, the longitudinal data suggests consistent growth. This is confirmed by grade level district-wide assessments K-5 in addition to Connecticut Mastery Test data. Growth can be attributed to high expectations, shifts in curriculum, instruction, and assessment, staff development, differentiation, and the tremendous involvement of the parent population.

Student Accomplishment

Continuing the tradition of excellence in the area of the Arts, more than 95% of our fourth and fifth graders participated in band, orchestra, and/or chorus. Additionally, select students participated in Inter-elementary band, orchestra, and chorus for students who excel in these areas. Student leadership is an important piece of our school. Through Student Council and Safety Patrol, Aiken students worked hard to model empathy, respect, and responsibility. Additionally, many students in our upper grades served as informal mentors and tutors for students in the lower grades. This will be expanded next year through an after-school program.

Needs and Improvement Plans

This year's focus on "best practice" has guided staff's learning regarding instructional strategies through a collaborative model. Plans for instructional improvement will focus on mathematics in grade K-2 and writing in grade 3-5. Through analyzing results of the student, teacher, and parent opinion inventories (National Study for School Evaluation), we have honed in on a focus of creating a school wide culture of respect. This will be a goal for next year through the use of Responsive Classroom, the Second Steps program, and other proactive measures to encourage respectful behaviors.

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 underwent the final phases of a large addition/renovation project this year. As a result, we have many desirable new learning spaces. A new wing of five classrooms and art room are part of our renovated space. Our media center, the hub of our literacy initiatives, contains a variety of learning spaces. This includes a computer lab, reading area, research area, instructional space with a projector for presentations and a SmartBoard, and an outdoor sitting wall for grade level presentations or reading. Additionally, the school now houses a new cafeteria, an expanded gymnasium, and renovated small group instructional spaces.

Teacher learning this year was dedicated to "best practice" as identified by National Curriculum reports. Through collaborative learning among teachers, we shared effective instructional strategies and analyzed student work to make decisions about instruction. Our targeted focus will continue next year with grades K-2 in the area of mathematics as we implement the Math Trailblazers Program. We will also use our "best practice" strategies in the area of writing for our grade 3-5 focus.

Aiken's Student Assistance Team provided support to many teachers looking for intervention strategies for students with academic or social challenges. This collaborative process allowed teachers to learn from each other and clearly benefited all of our students. Student leadership was cultivated through a variety of activities, most notably Student Council and Safety Patrol. Both groups enabled students to practice our focus on empathy, respect, and responsibility in role model-type positions. Aiken School has a passionate parent community and the PTO consistently supported student learning through fundraising and enrichment opportunities.

<p>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/school/aiken/homepage.htm</p>
