

**STRATEGIC SCHOOL PROFILE 2004-05**

Elementary School K-6 Edition

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

MAUREEN LANTNER, Principal

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**

Total Enrollment: 414

5-Year Enrollment Change: -4.4%\*

\*Between 1999 and 2004, was redistricted

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: K-5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	4.3	12.0	28.1
	2002-2003	3.6	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	20.0	16.2	13.1
	1999-2000	15.9	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	97.1	90.6	87.4
	1999-2000	94.7	88.5	85.1
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	92.3	81.5	77.0
	1999-2000	93.8	84.6	73.1

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	41	9.9	8.3	5.9
Compensatory Education	24	5.8	12.4	23.5
Full or Extended Day Kindergarten	65	N/A	N/A	N/A
Gifted and Talented Program	16	3.9	3.8	1.9
Special Education	32	7.7	11.1	11.3
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	6	1.4
Asian American	67	16.2
Black	26	6.3
Hispanic	26	6.3
White	289	69.8

**Total Minority 2004-2005** 30.2%

**Total Minority 1999-2000** 20.3%



### 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.

Aiken School has embraced a variety of community service projects this year intended to support an urban community nearby. Books and clothing were collected this year and donated to an urban school. Also, a toy drive was held to benefit a children's hospital. The tsunami event was met with great concern by our students as they collected almost \$2,000 to contribute to the relief efforts. Our Student Council held a "Pennies for Patients" fundraiser to raise money for cancer victims. Additionally, other funds were raised for cancer research through a lemonade stand at our Fun Fair. These activities provided students with a sense of contribution 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.

Diversity is addressed within our classrooms in many different ways. Firstly, teachers celebrated cultural and ethnic differences inherent in their classes. Students had opportunities to bring in artifacts from their culture as well as attend a Cultural Potluck where they could share foods and sample foods from other cultures.

Our district's social studies curriculum provides many opportunities for increasing awareness of diversity. Each grade level has activities that promote awareness of diversity of cultures. An example occurred this year as our fifth grade students participated in a culminating evening activity entitled, Freedom Quest. This was a presentation of what students learned about the integration of cultures in America at its beginnings. This was meaningful in that students were able to make comparisons between diverse perspectives 200 years ago and present day. Teachers build upon this as they strive to integrate it into other areas of the curriculum, particularly reading, writing, and social skill development. Teaching students to reflect on issues from multiple perspectives was a common theme throughout our school this past year. Lastly, our district Cultural Council brought two assemblies to our school celebrating music and dance from other cultures.

## 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	991	991	989

\*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	100.0	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	5.4	4.4	4.0
% of Computers that are High or Moderate Power	100.0	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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.

<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*	32.2	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	15.0	11.2	14.9
# of Print Periodical Subscriptions	11	24.8	15.9
# of Non-Print Materials	437	291.6	412.5

\*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>
Gr. K	2004-2005	21.7	19.3	18.5
	1999-2000	20.3	18.5	18.5
Gr. 2	2004-2005	18.7	20.2	19.5
	1999-2000	19.5	19.5	19.8
Gr. 5	2004-2005	22.7	21.0	21.3
	1999-2000	26.0	21.4	21.8

<b>School Staff Count Full-Time Equivalent</b>	<b>2004-05</b>	<b>2003-04</b>
# of Certified Staff		
Teachers	26.9	25.7
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.7	0.6
Other Professionals	1.5	1.6
# of Non-Certified Instructional	3.0	4.0

<b>Professional Staff Race/Ethnicity</b>	<b>2004-05</b>	<b>2003-04</b>	<b>1999-2000</b>
% Minority	2.8	2.9	2.9
<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	9.9	11.2	12.9
% with Master's Degree or Above	58.3	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	36.1	35.5	29.6

## 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*	433	422	423	Yes
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills	18	18	19	No
Mathematics*	202	200	189	Yes
Music	36	36	33	Yes
Physical Education	54	54	41	No
Science*	75	79	97	Yes
Social Studies*	70	73	95	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, 16.2% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	No	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2004)	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 2003-04 School Year	0.0	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	8.7	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	72.2	80.0	82.1


## 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Generation % Meeting State Goal</b>	<b>School 2004-05</b>	<b>District 2004-05</b>	<b>State 2004-05</b>
Grade 4 Reading	67.1	67.9	52.8
Writing	75.7	76.7	63.3
Mathematics	74.3	75.2	56.8
All Three Tests	60.0	57.4	41.2
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	97.2	98.8	99.0



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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	55.9	41.6	33.3
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, 2004	94.9	97.4	96.4

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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.

### ***Improvements in Student Performance and Achievement***

Fourth grade student performance on the Connecticut Mastery Test did improve slightly in all areas when compared to the 2003 - 2004 school year. However, the past two years has shown a dip in otherwise very strong scores in reading, writing, and mathematics. As a result, our staff has worked in collegial groups to target the specific areas that represent the need for greatest improvement and to develop action plans including resources needed, timeline, and measurement of growth. These action plans are already demonstrating significant growth on classroom and district assessments.

Aiken School's sixth grade Connecticut Mastery Test data, disaggregated to our fifth grade classrooms, demonstrates consistently strong performance over the past few years. The 2004 - 2005 school year continued this trend as 83% of Aiken students met mastery in reading, 84% of our students met mastery in writing, and 93% met mastery in mathematics. Consistently, our students have made strong progress as measured by the cohorts from fourth grade to sixth grade.

In the area of the Arts, 96% of our fourth and fifth grade students participated in band, orchestra, and/or chorus. West Hartford Public Schools also provides an Inter-elementary band, orchestra, and chorus program for highly accomplished musicians and singers, which is well represented by Aiken students. Student leadership is a significant aspect of our school, which is evident through Student Council, Safety Patrol, and Classroom Helpers.

### ***Needs and Improvement Plans***

This past year, our staff's learning has focused on the implementation of a new math program (Trailblazers) in grades K-2 while grades 3-5 have increased their learning regarding student writing. Based upon assessment data, math and writing will continue to be a focus next year. This will be accomplished through staff development, collegial conversations, and additional resources, implementing progressive instructional strategies, and always using assessment to guide our instruction and determine its effectiveness. Additionally, as our school becomes more diverse, we will embrace the notion of diversity of all types within our school and celebrate the variety of learners, cultures, and experiences our students bring.

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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.

With a foundation of empathy, respect, and responsibility, Aiken School moved forward this year with a continued focus on social skill development. The implementation of the Second Step program complemented Responsive Classroom strategies already in place. With an emphasis on anger management, conflict resolution, and impulse control, students explored this social learning through role-playing and classroom meeting discussions. We are proud of our students and the high level of respect shown among them. Responsive Classroom and Second Step have been key features in creating this very positive learning environment.

In the area of mathematics, we implemented the Trailblazers Math Program in grades K-2. This district initiative was well supported in terms of resources, staff development, collegial processing time, and individual support. Aiken's students learned at a deep level due to the focus on conceptual mathematical thinking and integration of science and everyday life. In grades 3-5 we focused in the area of writing and worked with students to address a variety of genre, helped them develop student voice in their writing, and empowered students by having them develop interest inventories and exploring the craft through writing about their passions.

During the 2004 - 2005 school year, teachers continued to grow through leadership roles in our school. We expanded our Student Assistance Team to three separate teams, each with its own facilitator and were able to provide support to many teachers in identifying intervention strategies for students with academic or social challenges.

Student leadership through Student Council and Safety Patrol enabled many students to practice and model empathy, respect, and responsibility through our school. Lastly, the cornerstone of our success, our parent community consistently provided excellent support for student learning through sponsoring enrichment opportunities as well as community-building experiences throughout the year.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . 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 <a href="http://www.whps.org/school/aiken/homepage.htm">www.whps.org/school/aiken/homepage.htm</a>
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