

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

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

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Location: 212 King Philip Dr.  
West Hartford,  
Connecticut

Website: [www.whps.org/school/aiken/homepage.htm](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 458  
5-Year Enrollment Change: 0.2%

**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	33	7.2	18.0	41.3
K-12 Students Who Are Not Fluent in English	26	6.1	7.5	8.1
Students with Disabilities	50	10.9	9.4	11.2
Students Identified as Gifted and/or Talented	20	4.4	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	61	95.3	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	347	95.6	95.8	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.3	19.6	18.9
Grade 2	18.5	19.3	19.8
Grade 5	22.7	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

### 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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	5.6	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	98.0	87.1	79.2

### 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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	37.3	37.3	29.7
# of Print Periodical Subscriptions	17	17	10

\*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**

<b>Full-Time Equivalent Count of School Staff</b>		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	30.05	
Paraprofessional Instructional Assistants	2.50	
Special Education: Teachers and Instructors	4.20	
Paraprofessional Instructional Assistants	9.00	
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	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.2	13.0	13.7
% with Master's Degree or Above	82.9	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	6.2	8.2	9.1
% Assigned to Same School the Previous Year	85.4	84.4	84.3

**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. Teachers communicate regularly with families regarding students' progress within the curriculum, through newsletters, web pages, 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 also sends out e-mail updates to families on upcoming events. The PTO has also created a parent brochure for families with important information about the school and how parents can become involved in school activities. A parent/Teacher Council consisting of three parents and three teacher representatives, the Principal and Curriculum Specialist, serves as an advisory group to Aiken School. This past year, the focus of the Council was on highlighting the many different activities at the school and creating press releases to share information about our International Night and Safety Patrol. During the 2012-2013 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 Farmer's Market in the fall and spring. In addition, our PTO has developed after school chess programs and physical activity programs to extend student learning in a variety of areas. A country fair is held in October and June including crafts, music and an apple pie contest for Aiken families. Parents and community volunteers also serve as mentors and tutors at Aiken School. This year, our PTO raised money to assist with installing a climbing wall on the playground and to continue developing classroom makeovers, providing bookcases, book bins and bulletin boards to create attractive, organized classroom learning.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	68	14.8
Black	28	6.1
Hispanic	41	9.0
Pacific Islander	0	0.0
White	295	64.4
Two or more races	24	5.2
Total Minority	163	35.6

**Percent of Minority Professional Staff:** 4.2%

**Non-English Home Language :**

20.8% 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 18.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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 2012-13 school year as a way of reaching out to other members of the Aiken, West Hartford and International communities. In December, a coat and toy drive was conducted to benefit the Burgdorf Adult and Pediatric Center in Hartford. In the fall and spring, our ESOL teacher held informational workshops for parents to celebrate what students are doing in their ESOL program. In the spring, their work culminated with a Readers' Theatre presentation in the gym. Classrooms at third grade also held a 'family traditions' week in December, when family members could share special activities and stories from their cultural background. One third grade classroom also held presentations on disability awareness. Classrooms across the school celebrated Read Across America Day with authors' teas and guest readers invited to join classroom activities. The fifth 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 haiku 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.

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### 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	84.1	70.7	52.0	96.8
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	71.8	71.7	56.9	73.7
Writing	76.9	75.8	60.0	81.1
Mathematics	65.4	73.1	61.4	52.8
Grade 4 Reading	76.8	75.4	62.6	74.3
Writing	73.8	73.9	63.0	67.5
Mathematics	74.7	73.0	65.1	63.9
Grade 5 Reading	79.4	79.4	66.9	71.1
Writing	78.3	81.0	65.6	72.7
Mathematics	83.8	81.2	69.2	74.9
Science	76.8	76.3	62.3	72.3
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

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.6	97.6	96.5

**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.

**Truancy**

During the 2011-12 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, 2011-12		
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	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

During the 2012-2013 school year, Aiken teachers began implementation of Common Core State Standards in math and English/Language Arts. Grades K, 2 and 4 implemented literacy standards and grades 1, 3 and 5 implemented math standards. Teachers have been involved in developing the curriculum units and pre/post assessments. Each grade level meets monthly at the district level for unit overviews and to share ideas and resources with each other regarding unit implementation. 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. Teachers continued to work collaboratively in their grade level teams (Professional Team Time) for an hour each week to review student assessment data, develop goals focused on implementation of CCSS, 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 end of unit assessments and in the development of literacy and math 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 and refining lessons for Common Core units in math and reading. Parent involvement and collaboration continues to be an integral component to the success of Aiken School community. Our Health and Wellness Committee 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. In addition, A Safe School Committee was developed to review the policies and procedures for creating a positive school culture.

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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.

During the 2012-2013 school year Aiken School began to receive training in PBIS (Positive Behavioral Supports and Interventions). Through this training we have begun to create a mission and pledge that builds a common language and framework for a positive school culture. Teachers gather data to identify key areas of the school where there were problem behaviors, identifying ways to build more positive behaviors. Lessons have been developed around key characteristics of responsibility, respect and safety and will be implemented in the next school year. Tying in our school mascot, Swoop, we have created tickets called Swoop Hoots to recognize student for demonstrating the above characteristics. Our Aiken pledge is: "We are responsible individuals, who act safely and earn respect." Through Safety Patrol our students in fifth grade have the opportunity to demonstrate positive leadership in helping our younger students in a variety of ways. 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. During this past year, our students worked with teachers to continue recycling, implement healthy food tasting with local chefs and hold a Farmers Market in the fall and spring. In addition, as part of a grant from the Foundation for West Hartford Schools, noted author Patricia Polacco spent a day at Aiken sharing aspects of her books and her life with our students. 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. In addition, our Safe School Committee has met for the first time this year to share ideas on how to build a positive school culture and decrease incidents of bullying.

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