

**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

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

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Location: 212 King Philip Drive  
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, 2010: 444  
5-Year Enrollment Change: 7.2%

**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	30	6.8	17.0	38.3
K-12 Students Who Are Not Fluent in English	32	7.8	8.4	7.7
Students with Disabilities	48	10.8	9.8	10.8
Students Identified as Gifted and/or Talented	25	5.6	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	59	96.7	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	329	94.3	93.3	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	987

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	20.3	19.4	18.4
Grade 2	19.3	20.4	19.9
Grade 5	19.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% 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	7.6	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.6	84.0	81.3

**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	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	99.1	92.9
# of Print Volumes Per Student*	45.2	37.7	29.5
# of Print Periodical Subscriptions	18	20	12

\*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>		
General Education:	Teachers and Instructors	27.05
	Paraprofessional Instructional Assistants	2.00
Special Education:	Teachers and Instructors	3.50
	Paraprofessional Instructional Assistants	8.00
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		1.40
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		7.60

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.

<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	13.1	12.0	13.7
% with Master's Degree or Above	77.8	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.4	7.3	8.7
% Assigned to Same School the Previous Year	91.7	88.1	83.9

**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. During the past year, a special parenting workshop was held in November, which focused on managing children's behavior. This workshop was offered through the Yale Parenting Center and was presented at Aiken School. Teachers communicate regularly with families regarding students' progress within the curriculum, through newsletters, 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 has also created a parent brochure for families. A presentation on CMT results occurs in the fall for parents of students in third, fourth and fifth grades. In February, an overview of the CMT is provided for parents of third graders. During the 2010-2011 school year, parents, teachers and students continued to beautify the Aiken Nature Trail and plant gardens for Aiken Acres, our school outdoor educational environment. A country fair was held in October 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 supported the installation of several SMART Boards in classrooms and the purchase of twenty international flags to celebrate our cultural diversity to enhance student learning.

**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	77	17.3
Black	28	6.3
Hispanic	32	7.2
Pacific Islander	2	0.5
White	291	65.5
Two or more races	14	3.2
Total Minority	153	34.5

**Percent of Minority Professional Staff: 4.7%**

**Non-English Home Language :**

19.3% 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 14.

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

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 school year as a way of reaching out to other members of the Aiken, West Hartford and international communities. In October, as part of a Make a Difference Day initiative, students collected essential donations ( bed linens, towels, blankets, etc.) to support The Salvation Army Marshall House, a homeless shelter in Hartford. In December, a coat and toy drive was conducted to benefit the Burgdorf Adult and Pediatric Center in Hartford. During two weeks in March, the Aiken School Student Council and second grade conducted a pledge drive for victims of Japan's earthquake and tsunami. The fund drive raised over \$2,000 for the people of Japan. Aiken students focused on reading and collected pledges for each page of reading that was completed. Students graphed the pages read and the money collected. Second graders completed a walkathon and donated chores for the charity event. The fundraiser culminated with a special presentation to the American Red Cross. In April our Student Council conducted a can and plastic bottle drive to encourage conservation and to raise money to beautify our Aiken Acres gardens. The third 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. In April, The West Hartford Cultural Council supported a presentation by the Japanese music and dance group, Taikoza. Students learned about Japanese history and various musical instruments during this performance.

**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	86.1	68.1	50.9	98.2
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	74.6	71.5	58.4	78.8
Writing	77.3	74.0	61.1	78.7
Mathematics	75.0	76.4	63.0	69.9
Grade 4 Reading	84.5	77.7	62.5	88.3
Writing	78.9	77.8	65.5	72.0
Mathematics	85.9	81.4	67.0	82.6
Grade 5 Reading	75.4	73.5	61.4	73.7
Writing	88.5	80.5	66.8	92.3
Mathematics	96.7	83.3	72.5	98.6
Science	80.3	68.2	59.9	81.4
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	96.6	97.6	94.8

**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 2009-10 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, 2009-10		
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 2010-2011 school year, Aiken teachers and staff continued implementing Scientifically Research-Based Interventions (SRBI) with the goal of increasing student mastery of curriculum objectives in reading and decreasing referrals to special education. Teachers developed consistent, effective Tier One interventions at each grade level, with a focus on kindergarten and first grade students. Specific programs were utilized to build early literacy skills (Zoo Phonics and Foundations). Individual student intervention plans were designed to set short term learning objectives and carefully monitor student progress. Each teacher in kindergarten through fifth grade administered Universal Assessments 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 have worked collaboratively in their grade level teams (Professional Team Time) for an hour each week to review student assessment data, develop SMART Goals, 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 CMT and in the development of literacy skills. This will continue to be an area of focus for next year as we begin to pilot Math Universal Assessments at each grade level and design more focused discussion around best teaching practices and observing each other's classrooms. Parent involvement and collaboration continues to be an integral component to the success of Aiken School community. Parents volunteer at all grade levels and in a variety of activities to support the larger Aiken community. A School Improvement Committee was developed during this past year, with representation from parents and teachers discussing our Continuous Improvement Plan. This initiative will continue in the new school year.

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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 this year Aiken School has continued to emphasize the qualities of caring, respect and responsibility through developing the leadership competencies of our students in kindergarten through fifth grade. Through our Safety Patrol and Student Council, our older students have been able to serve as role models and mentors for younger students. Our Student Council members in grades two through five sponsor spirit days and fund raisers to help give back to West Hartford and adjacent communities. 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 and implement energy saving strategies. Aiken students demonstrate outreach to the larger community through collections for a local homeless shelter and fund raising for victims of the tsunami and earthquake in Japan. Aiken students have benefitted from two authors-in-residence, Jerry Pallotta and Mr. Sage, through grants from the Foundation for the West Hartford Public Schools. These authors shared their expertise across the grade levels, helping to build excitement and interest in story writing and storytelling. Mr. Pallotta's modeling of his well-known ABC books in grade level writers' workshops assisted students in creating their own ABC books.

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# Aiken School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Aiken School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	n	Current	2 Year Avg.	3 Year Avg.	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	199	100.0	100.0	100.0	Yes	199	100.0	100.0	100.0	Yes	96.9	3.8	100.0	Yes	89.3	6.0	95.3	Yes	
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	37	-	-	-	-	37	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	13	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-
White	132	100.0	100.0	100.0	Yes	132	100.0	100.0	100.0	Yes	96.9	4.3	100.0	Yes	93.1	6.1	99.2	Yes	
Native Hawaiian or Other Pacific Islander	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	6	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	18	-	-	-	-	18	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	-	-	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)																			
															AYP Target Met?		Yes		

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

\* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

\*\* For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District  
Aiken School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.