

**STRATEGIC SCHOOL PROFILE 2001-02**

Elementary School K-6 Edition

**Charter Oak School**  
**West Hartford School District**

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 School Type: Intradistrict Magnet

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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.

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**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total Enrollment                            335  
 5-Year Enrollment Change            16.7%\*

**FACILITIES**

# of Permanent General Classrooms    19  
 # of Portable Classrooms                2  
 Year of Original Construction            1929

\*Between 1996 and 2001, became magnet school

**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	40.0	12.3	25.7
	2000-01	34.6	14.3	26.4
% of K-12 Students with Non-English Home Language	2001-02	28.1	15.1	14.1
	1998-99	26.3	13.5	13.1
% of Students who Attended This School the Previous Year	2001-02	79.6	89.6	86.2
	1996-97	89.5	84.6	85.4
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2001-02	74.5	85.7	75.1
	1996-97	71.4	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)	36	10.7	6.7	5.3
Compensatory Education	65	19.4	12.4	24.1
Full or Extended Day Kindergarten	55	N/A	N/A	N/A
Gifted and Talented Program	15	4.5	3.7	2.2
Special Education	31	9.3	11.4	11.1
Prekindergarten	0	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	42	12.5
Black	64	19.1
Hispanic	113	33.7
White	116	34.6

**Total Minority 2001-02** 65.4%

**Total Minority 1996-97** 44.9%



### 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.

September of 1998 marked the opening of Charter Oak Academy of Global Studies as West Hartford's third magnet school. Our school is racially, ethnically and economically diverse. Our present enrollment of students represents a mix of cultures. In addition, 13% of our students were enrolled in classes for speakers of English as a second language. Charter Oak is a school of choice welcoming students from all of our district's elementary schools. These students now constitute 12% of our enrollment. Magnet families learn about our school through district and school orientation meetings, visitations and tours, and informational brochures.

Our Global Studies Curriculum enables our students to embrace and appreciate the world's cultures. Students explore the world through units of study where a wide range of texts and trade books as well as experiences offered through field studies, guest speakers, and Internet access enhance their understanding of diversity. In addition, our state of the art media center offers a collection of books and periodicals focusing on world cultures as well as Internet programs such as GLOBE and International Pen Pals that brings the world to our door.

The Bushnell Partners Program provides visual and performing artists who represent a range of ethnic and racial backgrounds. They provide school-wide performances, workshops, and artist in residence programs in conjunction with our cultural studies. Our school dance troupe, made possible through the Foundation for West Hartford and the Bushnell Partners Program, have enabled our students to experience first-hand, the wonders of expressive cultural art forms.

Charter Oak enjoys a partnership with Flanders School in Southington, CT. Students from the two schools work together to develop an original instrumental and artistic program. A school-wide performance for students and parents highlights the efforts of this partnership now in its third year.

Our Family Resource Center (FRC) and PTA provide numerous programs to support students and their families. Family FUNdamentals, Grandparents' Wisdom Circle, People Empowering People, a parent leadership program, and SummerShare, an inter-district partnership program with Martin Luther King School, Hartford, are but four FRC programs. Our PTA sponsored programs enhance our curriculum and range from visits of guest authors, to family science night. The entire school community is dedicated to providing an environment that is educationally rich, inclusive and welcoming.

## 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	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



<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	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

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	5.0	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	62.7	84.5	77.1
% of Computers with High Speed Internet Access	62.7	80.4	71.2
% of Internet Computers with Filtering Software	97.6	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.

<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*	35.3	29.8	22.9
% of Print Volumes Purchased in the Last Three Years	23.4	15.1	17.2
# of Print Periodical Subscriptions	22	23.6	18.2
# of Non-Print Materials	100	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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2001-02	18.3	20.3	18.3
	1996-97	16.3	20.2	19.2
Grade 2	2001-02	17.7	19.6	19.6
	1996-97	17.7	18.4	20.5
Grade 5	2001-02	18.0	21.4	21.5
	1996-97	17.0	21.5	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2001-02</b>	<b>2000-01</b>
# of Certified Staff		
Teachers	29.2	27.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.7	0.8
Other Professionals	2.0	1.0
# of Non-Certified Instructional	8.5	8.5

<b>Professional Staff Race/Ethnicity</b>	<b>2001-02</b>	<b>2000-01</b>	<b>1996-97</b>
% Minority	5.4	9.1	7.7
<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	10.6	10.8	13.0
% with Master's Degree or Above	67.6	75.8	77.9
% Trained as Mentors, Assessors, or Cooperating Teachers	27.0	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*	420	415	426	No
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	No
Music	36	38	32	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	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 1 in this school. In Connecticut, 5.0% 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	Yes	Yes
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	1.5	0.7	2.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	5.0	5.8	7.7
% Certified Staff Assigned to Same School the Previous Year	67.6	60.4	83.0


## 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2001-02</b>	<b>District 2001-02</b>	<b>State 2001-02</b>
Grade 4 Reading	49	45	74	57.9
Writing	49	54	77	61.2
Mathematics	73	60	81	61.0
All Three Tests	32.7	33.3	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	94.2	96.0	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.

<b>Physical Fitness % Passing All 4 Tests</b>	<b>School</b>	<b>District</b>	<b>State</b>
 Grade 4	18.1	40.1	32.1
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, 2001	96.7	96.8	95.9

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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.

***Student Performance:*** Student achievement at Charter Oak continued our tradition of sustained progress over time on both state and district assessments. When progress is tracked from 1996 to 2000, the percentages of students performing at the Intervention Level on the Grade Four CMT dramatically decreased. Scores on the DRP for students at Intervention fell from 37% in 1996 to 21% in 2000; in Math, the percentage of students at Intervention was 13%, compared to 4% in 2000; and on the CMT writing prompt, where scores were disaggregated for 2000, 20% of students scored at the Intervention level in 1996, compared to 5% in 2000. On our district spring assessment for reading as measured by the DRP, 86% of both grade five and grade three students scored at the Mastery Level. On our district spring Math assessment, 81% of second grade, 84% of third grade, 72% of fourth grade and 87% of fifth grade students reached goal.

***Student Accomplishments:*** Students at Charter Oak took full advantage of the world as their classroom through a variety of learning and citizenship opportunities. They shared research investigations of world cultures and nations during our annual International Celebration, learned the dances of India and the West Indies, created African and Mexican masks and Japanese carp kites with professional artists, raised funds to aid various health organizations in memory of the heroes of September 11, fought world hunger through the Empty Bowls initiative, and became school leaders as peer mediators. Students also experienced the enjoyment of conquering supplemental math challenges through the SuccessMaker computer program. Our grade five students authored poems with the assistance of a poet in residence and many then read their poems during the Bushnell Theatre's annual student language arts festival.

***Plan for Improvement:*** We recognize that language and literacy development is essential for our students' successful participation as life-long learners in a global society. We will continue to provide instruction that is strategic, systemic and supported, and grounded in language and literacy skill development. This instruction will continue to be delivered in whole group, small group and individual settings as part of regular instruction and through programs such as Early Intervention and Compensatory Education. We will continue to employ differentiated instructional methods to enhance the strengths and address needs of our students.

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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.

An overwhelming spirit of community involvement and unwavering district support are hallmarks of Charter Oak Academy. This strong commitment is enhanced by the richness of the diverse cultural backgrounds of our students and their families. Our students study the world, while they enjoy diversity as an everyday part of their educational experience in an atmosphere characterized by high standards and expectations.

To be true to our mission to develop the gifts and talents of every child, Charter Oak established action teams. These teams meet continually using performance data to monitor student progress and assess the effectiveness of programs and pedagogy. Our Language Arts Action Team, for example, took on the charge to assist and guide colleagues in effectively planning and delivering instruction through the reading workshop. In the affective area, our School Expectations Action Team worked to help establish a set of school wide behavior expectations using the Responsive Classroom model as a guide. In addition to their work on action teams, teachers, without exception, regularly pursue professional growth opportunities as members of our adult learning community.

An enhancement this year was our after school Explorations Program. A series of three sessions with a wide range of courses provided students the opportunity to extend their learning in the academics and the arts. Approximately 200 children attended each session offering. Our nationally recognized Family Resource Center, West Hartford Adult Mentor Program and Bushnell Partnership continue to enhance the life and work of our school.

Our global studies curriculum, strong academic program, experiences in the fine and performing arts, dedicated staff, and delivery of instruction through gifted and talented educational strategies, where students are provided with authentic opportunities to apply and hone their skills, define the educational experience provided by Charter Oak Academy.

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.
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For the school/district website see [www.whps.org](http://www.whps.org)

