

STRATEGIC SCHOOL PROFILE 2002-03

Elementary School K-6 Edition

Charter Oak School
West Hartford School District

MARGARET BEECHER, Principal
 School Type: Intradistrict Magnet

Telephone: 860-233-8506

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 332
 5-Year Oct. Enrollment Change 11.7%*

**FACILITIES, 2001-02**

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

*Between 1997 and 2002, became magnet school

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	2002-03	39.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	26.5	15.5	13.4
	1998-99	26.3	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	80.6	88.7	86.7
	1997-98	88.3	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	64.7	85.3	75.9
	1997-98	54.1	73.5	70.4

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)	38	11.4	7.0	5.4
Compensatory Education	64	19.1	13.2	25.1
Full or Extended Day Kindergarten	51	N/A	N/A	N/A
Gifted and Talented Program	8	2.4	3.5	2.3
Special Education	27	8.1	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	45	13.6
Black	67	20.2
Hispanic	110	33.1
White	110	33.1
Other	0	0.0

Total Minority 2002-03 66.9%

Total Minority 1997-98 48.7%



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.

Charter Oak Academy opened as West Hartford's third magnet school in 1998. Every child attending one of our district's ten other elementary schools is welcomed to attend Charter Oak as a magnet student. Through district and school orientation meetings, brochures, special events, visitations, and tours, the community is informed about the offerings and enhancements available to them as potential magnet families. Our school's population is culturally diverse, thus our students not only have the opportunity to experience and learn about cultural diversity in their daily peer interactions, but have numerous opportunities to explore the many cultures of the world through our Global Studies Curriculum as well.

Our Global Studies Curriculum is just one of the enhancements offered at Charter Oak. Through a blend of a wide range of texts, trade books, field studies, guest speakers, Internet links, research projects, and cultural experiences in the visual and performing arts, students explore a variety of cultures to enhance their understanding and appreciation of the world tapestry.

In addition to our broad based studies, we forge links closer to home through our participation in Hartford's Bushnell Partners Program, SummerShare with the Martin Luther King School, and have established and enjoy a sister school link with Flanders School in Southington. Many of the student participants, as well as the artists and educators providing these programs, represent a range of ethnic and racial backgrounds further broadening our students' academic and social experiences.

Charter Oak families, many of whom are newcomers to our shores, avail themselves of the numerous activities and programs we offer through our PTA and Family Resource Center (FRC) as well. Family Math and Science Nights, Family FUNDamentals, Grandparents' Wisdom Circle, and People Empowering People, a parent leadership program, are examples of five such programs that enable us to enhance family understanding of and involvement in the academic lives of their children within and beyond the school day.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	986

*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	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.7	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	100.0	94.9	85.2
% of Computers with High Speed Internet Access	100.0	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

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*	38.8	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	16.4	12.6	16.1
# of Print Periodical Subscriptions	19	24.9	17.3
# of Non-Print Materials	114	255.4	421.6

*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	2002-03	17.0	19.2	18.3
	1997-98	20.3	19.6	19.0
Grade 2	2002-03	15.0	19.3	19.5
	1997-98	14.7	18.9	20.5
Grade 5	2002-03	18.5	21.0	21.6
	1997-98	24.0	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	31.2	29.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.7	1.7
Other Professionals	2.0	2.0
# of Non-Certified Instructional	8.5	8.5

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	7.7	5.4	10.7
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.2	11.1	12.9
% with Master's Degree or Above	71.8	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	35.9	35.2	26.0

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	17	N/A
English Language Arts*	420	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	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, 4.1% 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	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2002)	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 2001-02 School Year	3.0	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	6.8	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	92.3	89.2	83.5


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 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	49	56.3	74.3	55.9
Writing	49	70.8	76.1	61.5
Mathematics	73	63.3	80.9	60.4
All Three Tests	32.7	42.9	64.2	42.1
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	98.0	97.2	96.5



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 % Passing All 4 Tests	School	District	State
 Grade 4	22.4	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	96.7	97.6	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: Charter Oak students continued to show sustained progress over time on both state and district assessments. Our grade four students surpassed the state achievement levels in all three areas assessed on the 2002 Third Generation CMT. In reading, 56.3% of our students reached goal compared to 55.9% for the state; in mathematics 63.3% scored at goal compared to 60.4% for the state; and 70.8% of our students scored at goal in writing compared to 61.5% for the state. The achievement for all three tests for Charter Oak students reaching goal was 42.9% as compared to 42.1% for the state. This average represented an overall increase of 10.2 points for this measure when compared to 2000 for our school. On our district spring mathematics and reading assessments, this sustained progress continued with 93% of second, 74% of third, 84% of fourth, and 80% of fifth grade students reaching goal in mathematics. In reading as measured on the DRP, 78% of third, 79% of fourth, and 84% of fifth grade students progressed at our district goal of achieving at least 1.5 years over the course of the 2002-2003 school year.

Student accomplishments: An overwhelming number of Charter Oak students participated in band, orchestra, and chorus during the 2002-03 school year. In addition, several of our students participated in InterEI, a select group of musicians chosen from the eleven elementary schools in the district. Charter Oak was also represented as several students placed in the annual field day sponsored by the town of West Hartford.

Plan for improvement: In an effort to continue to develop our students' language and literacy skills, we have implemented a school wide system for the delivery of reader's and writer's workshops that is systematic, supported, sequential, explicit and insistent on high standards of achievement. To that end, differentiated instruction is carefully planned and additional support is given through programs including but not limited to Early Intervention and Compensatory Education. We will continue to closely monitor and assess student progress and identify areas of need on an on-going basis in order to inform our instruction.

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.

A welcoming atmosphere enhanced by a strong commitment on the part of the district and overwhelming community involvement characterizes Charter Oak Academy. We strive to create a rigorous academic program for every child and are untiring in our efforts to provide the most effective pedagogical methods and materials to help our students reach ever-higher levels of academic achievement.

In working to increase student achievement, our school action teams, established as part of our site based plan, meet regularly to monitor and assess the effectiveness of programs and pedagogy. Through this process, needs are identified and teachers receive training and resources necessary to expeditiously and effectively address areas of need. Additionally, teachers, as members of our adult learning community, independently seek out opportunities for professional growth thus further enhancing our educational efforts.

To develop the many gifts and talents of every child, one such need identified through our site-based plan was an extended day experience; thus our after school Explorations Program was established. Now in its second year, Explorations provides opportunities to extend student learning in academics, technology, and the arts. Other enhancements, unique to Charter Oak, are Spanish instruction K-5, instrumental music tutorials provided by accomplished musicians, and our school-wide Responsive Classroom initiative.

At Charter Oak Academy, our strong commitment is enhanced by the richness of the diverse cultural backgrounds of our students and their families. Our students study the world, while enjoying diversity as an everyday part of their educational experience in an atmosphere characterized by high standards and expectations.

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
