

**STRATEGIC SCHOOL PROFILE 2006-07**

Elementary School K-6 Edition

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

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 346

5-Year Enrollment Change: 3.3%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: PK- 5

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**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	2006-07	39.6	13.9	27.7
	2002-03	39.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2006-07	32.2	17.6	13.5
	2001-02	28.1	15.1	14.1
% of Students above Entry Grade who Attended this School the Previous Year	2006-07	86.9	90.2	87.7
	2001-02	79.6	89.6	86.2
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2006-07	76.7	85.0	79.3
	2001-02	74.5	85.7	75.1

<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)	73	22.0	9.9	6.9
Compensatory Education	85	24.6	13.1	23.6
Full or Extended Day Kindergarten	43	N/A	N/A	N/A
Gifted and Talented Program	5	1.4	3.8	1.8
Special Education	26	7.5	11.3	10.8
Prekindergarten	14	N/A	N/A	N/A

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	56	16.2
Black	72	20.8
Hispanic	148	42.8
White	69	19.9

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	80.1%
<b>Total Minority 2001-02</b>	65.4%

### 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.

Charter Oak Academy of Global Studies is an intra-district magnet school. Children attending other elementary schools in West Hartford are welcome to attend this school as magnet students. Through district and school orientation meetings, brochures, special events, visitations and tours, and through community TV, community members are informed about the offerings and enhancements available to potential magnet families. The many flags that fly at Charter Oak Academy represent the countries of our school's culturally diverse population. Students have the opportunity to experience and learn about cultural diversity in their daily interactions and also have numerous opportunities to explore the cultures of the world through our Global Studies Curriculum.

Students explore a variety of cultures to enhance their understanding and appreciation of the world tapestry through the use of a wide range of texts, field studies, guest speakers, Internet links and cultural experiences in the visual and performing arts. A yearly International Celebration provides an audience for students to share their learning and independent investigations as they bring the many cultures to life for the school community.

We forged connections closer to home through our participation in the Esteem Program, for all fifth graders, with Canton High School. All fifth graders have been trained in peer mediation. They also explore how these skills, as well as other skills for success, could lead them into future careers. A whole-school Junior Achievement day and a fifth grade career day, during which members of the community met with students to discuss career paths, served as culminating activities. Many of the community participants represented a range of ethnic and racial backgrounds, further broadening our students' academic and social experiences.

### SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	988	988	985

\*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	98.5	64.6
Voice	100.0	100.0	74.8
Internet Access	100.0	100.0	97.3
Multi-Room Network (LAN)	100.0	100.0	81.3

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	2.5	4.0	3.6
% of Computers that are High or Moderate Power	90.5	97.1	89.5
% of Computers with Internet Access, All Speeds	100.0	97.0	97.3
% of Computers with High Speed Internet Access	100.0	97.0	96.1
% of Internet Computers with Filtering Software	100.0	98.5	98.6

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### 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*	43.4	32.8	28.0
% of Print Volumes Purchased in the Last Three Years	4.7	12.2	12.2
# of Print Periodical Subscriptions	12	20.0	15.1
# of Non-Print Materials	80	275.9	406.8

\*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
Gr. K	2006-07	14.3	19.6	18.2
	2001-02	18.3	20.3	18.3
Gr. 2	2006-07	19.7	20.2	19.5
	2001-02	17.7	19.6	19.6
Gr. 5	2006-07	17.7	22.1	21.2
	2001-02	18.0	21.4	21.5

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	30.1	29.7
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.0	1.0
Counselors, Social Workers, and School Psychologists	1.8	1.8
Other Professionals	1.8	2.0
# of Non-Certified Instructional	8.0	7.0

Professional Staff Race/Ethnicity	2006-07	2005-06	2001-02
% Minority	8.1	8.1	5.4
Professional Staff Experience and Training	School	District K-6	State K-6
Average Years of Experience in Connecticut and Other Locations	9.6	12.2	14.0
% with Master's Degree or Above	78.4	80.6	81.0

## 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	17	N/A
English Language Arts	427	421	427	No
Family and Consumer Science	0	0	1	N/A
Health	28	28	23	No
Library Media Skills	18	18	18	No
Mathematics	202	200	195	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science	76	79	97	No
Social Studies	75	74	92	No
Technology Education	0	0	1	N/A
World Languages	36	41	11	No

\*Interdisciplinary Approach

## SCHOOL PROCESSES, continued



Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2006)	No	No
Other	No	No

**World Language** Formal instruction (at least 1 hour per week) in a world language starts in grade 1 in this school. In Connecticut, 5.9% of K-6 schools have started world language instruction at this grade or earlier.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2005-06 School Year	0.3	0.2	1.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	7.7	6.4	8.7
% Certified Staff Assigned to Same School the Previous Year	81.1	80.5	83.3

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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The following narrative was submitted by this school.

Our school families, many of whom are new to this country, participate in numerous activities and programs offered through our Family Resource Center and PTA. Family FUNdamentals, People Empowering People, a parent leadership program, and other offerings enable us to enhance family understanding of and involvement in the academic lives of their children. Family Book Club and parent Math and Science days are examples of programs offered by Charter Oak teachers that encourage parents and children to learn together.

Charter Oak continued to welcome parents to come together to learn about Mathematics and Trailblazers, CMT preparation at home, reading and understanding report cards, supporting homework completion, and discipline, through C.H.A.T. evenings (Come meet with Home and school for Adventures in learning Together for success). During these evenings, parents were encouraged to connect with teachers to aid their children's academic, social and emotional growth. Some parents attended these events for the first time, while others continued the learning they had begun a year ago. This partnership with parents has shown positive results in forging stronger parent/teacher/student bonds. Other opportunities for family involvement included Homework Center Tutoring, volunteer lunchtime book clubs, library volunteers, and involvement in career day and Junior Achievement.

Charter Oak received a grant from the state of Connecticut to build connections between home and school. Second grade teachers invited parents and community members to learn literacy strategies and techniques to better help their children learn at home.

Two teams of Charter Oak students competed in Connecticut's Odyssey of the Mind competition. An overwhelming number of students participated in Inter-El, a select group of musicians chosen from the eleven elementary schools in the district. Participation in Art Quest, Town-Wide Field Day, and GETT Connected enabled students with various interests to get involved. Community awareness and participation were evident through the Charter Oak Student Council's pairing with the Central Connecticut State University Student Government to create a school mural, and the school-wide talent show being used as a tribute to Virginia-Tech students and alumni living in our community.

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## STUDENT PERFORMANCE

**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 All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	31.7	67.5	52.3	1.6	92.6
Writing	31.1	72.6	60.8	0.0	93.9
Mathematics	31.1	71.5	59.4	0.0	96.0
Grade 4 Reading	42.3	65.9	57.0	0.0	95.2
Writing	70.6	76.9	65.1	0.0	96.8
Mathematics	61.5	73.1	62.3	0.0	100.0
Grade 5 Reading	61.1	75.9	61.4	2.6	98.7
Writing	55.6	77.8	64.6	2.3	98.5
Mathematics	63.0	78.8	66.0	4.5	95.8
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	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](http://www.ctreports).

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 K-6	State K-6
% on October 1, 2006	98.6	97.4	96.3



Physical Fitness % Passing All 4 Tests	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 4	12.5	40.0	33.5	0.0	86.6
Grade 6	N/A	N/A	N/A	0.0	93.8

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

In an effort to sustain the school's academic improvement, a full-day pre-Kindergarten program was added. This program ensures a developmentally appropriate learning balance between child-chosen and teacher-assigned learning. A renewed focus was placed on the writing process, reading comprehension, and the use of formative assessments to drive instruction, with additional staff development supports and resources being offered to teachers. A continued collaboration between the University of Connecticut and Charter Oak offered the M<sup>3</sup> math program in grade 5. Readers and writers workshops continued to provide systematic and explicit literacy instruction, and differentiated instruction continued to be the cornerstone for all instruction at Charter Oak.

A team approach, including careful assessment of data and student work, was used to enhance and further perfect our instruction. Teams attended various conferences, gaining information on strategies that would be used for continuous growth (Vanguard, Lucy Calkins, RTI, Closing the Achievement Gap, Classroom Management, etc.). Refinement of our Student Assistance Team program included the inclusion of Response to Intervention techniques, and an eight-week intervention, observation, and data-gathering period, in order to increase student achievement within the classroom setting.

An inclusive model of instruction has created opportunities for collaboration between classroom teachers, special education teachers, parents, and support personnel. Parent surveys, C.H.A.T. evenings, PTA Community Nights, and the providing of parent volunteer translators at events throughout the year have continued to increase the level of communication and parent involvement at Charter Oak.

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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.

The entire community embraces a strong commitment to academic excellence and an enriched learning environment. Our commitment to the development of the gifts and talents of each child, along with our celebration of diversity, is clearly evident in our academic programs, which are all characterized by high expectations and a rigorous curriculum. The School Improvement Plan continues to provide the vehicle for monitoring and assessing the effectiveness of our programs and pedagogy. Action Plans provide direction by identifying specific needs, in core academic areas, for further resources and teacher training. Additionally, teachers continue to actively pursue professional growth opportunities including vertical and horizontal teaming, curriculum leadership, and ongoing professional development opportunities geared specifically toward school needs and goals, ranging from book clubs and study groups to Professional Learning Communities.

Explorations provides rich learning experiences beyond the school day in academics, technology and the arts. Approximately 250 students attend Explorations sessions each year. Other enrichment programs during and after the school day include, but are not limited to: Spanish instruction Pre-K to 5, Homework Center and instrumental music tutorials, Book Clubs, Grade 5 Battle of the Books, Grade 3 Survivor-Writing, Winter Olympiads, Successmaker Math, and Reading Detectives, connecting students and parents with community police officers and the public library summer reading program. The renowned children's author, Jack Gantos, joined our community for a special presentation. Classes read grade-appropriate books by this author, and after meeting with him and discussing his writing style and process, wrote stories of their own. Shakespearience and the Hartford Symphony Orchestra String Quartet further encouraged the arts through their presentations. Students were inspired to continue their musical endeavors through frequent performing opportunities and presentations by various West Hartford middle school musical groups.

To view Strategic School Profiles on the internet, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Connecticut Education Data and Research. Additional education data are also available at this site.

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



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