

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Charter Oak Academy
West Hartford School District**

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Location: 806 Jones Hill Road
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 Connecticut

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.

TYPE OF SCHOOL

School Type: Intradistrict Magnet School
 School Grade Range: PK- 5
 Instructional Focus: global studies

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 361
 5-Year Enrollment Change: 5.9%

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	169	46.8	16.1	34.2
K-12 Students Who Are Not Fluent in English	88	25.4	10.3	7.0
Students with Disabilities	37	10.2	11.5	10.9
Students Identified as Gifted and/or Talented	5	1.4	4.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	75.9	90.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	245	85.1	91.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	988

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	19.3	19.9	18.3
Grade 2	16.7	19.2	19.3
Grade 5	21.0	24.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education	0	17
English Language Arts	418	427
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	25	18
Mathematics	201	198
Music	36	32
Physical Education	54	40
Science	76	98
Social Studies	75	91
Technology Education	0	2
World Languages	36	12

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 1 in this school. Statewide, 7.9% of elementary and middle schools that serve Grade 1 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	25.4	10.3	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.3	75.0	80.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	3.2	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	32.4	33.4	28.2
# of Print Periodical Subscriptions	11	20	13

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	28.20
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.90

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.1	11.6	13.3
% with Master's Degree or Above	78.8	79.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.9	7.0	8.6
% Assigned to Same School the Previous Year	84.8	82.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our school families, many of whom are first generation to this country, participate in numerous activities offered through our Family Resource Center (FRC) and PTA. We seek to expand family involvement in the lives of children through events such as Family FUNDamentals and People Empowering People, a parent leadership program. The Family Book Club and parent Math and Science nights are more examples of programs to encourage family learning. Family Learning Curriculum Connections, a grant targeting primary-aged students, supports family literacy. Other FRC programs include "Laptops, Language and Little Ones" to support families learning English, and "1, 2, 3 Read with Me" offered during the summer.

Through school-based programs such as C.H.A.T. (Conversations with Home and Teachers) parents attend evening sessions to build stronger parent/teacher/student bonds. Topics have included CMT support at home, parent conferences, understanding report cards, increasing homework completion, and discipline through the Love and Logic parent series. Parents connect with teachers to monitor and support their child's academic, social and emotional growth through these sessions. Other opportunities for family involvement include volunteer lunchtime book clubs, library volunteers, and participation in Career Day, Field Day and Junior Achievement. These activities throughout the year continue to increase the level of parent involvement at Charter Oak.

Last year, two teams of Charter Oak students competed in Connecticut's Odyssey of the Mind competition. One team was invited to participate nationally in May 2009. Many students participated in Inter-El, a select group of musicians from the eleven elementary schools. Fifth grade students created photo essays with a professional photographer, and they were showcased for families and the community. This year we offered parent forums to discuss the implementation of the International Baccalaureate model and how it will positively affect our overall school program.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	70	19.4
Black	66	18.3
Hispanic	155	42.9
White	69	19.1
Total Minority	292	80.9

Percent of Minority Professional Staff: 7.3%

Non-English Home Language: 37.6% 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 15.

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. Community members are informed about the offerings and enhancements available to potential magnet families through many avenues: district and school orientation meetings, brochures, special events, visitations and tours, shadowing experiences, and community television and web sites.

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. This year we have begun candidacy to become an International Baccalaureate school and expect to gain authorization during the 2010-2011 school year. Students study other cultures to enhance their understanding of the world tapestry through the use of a wide range of texts, field studies, guest speakers, web-based information and cultural experiences in the visual and performing arts. An annual 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.

Connections closer to home are made through participation in the Esteem Program with Canton High School for our fifth graders. Other culminating events include a whole-school Junior Achievement day and a Career Day, during which a diverse group of community members meet with students to discuss career paths. Additional projects enable students to broaden their cultural horizons through research. An International Cookbook project enabled families to contribute recipes from around the world. Students, along with peers from Durham, CT also participated in an inter-district cooperative grant through the CT Historical Society.

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	15.9	38.5	33.6	18.9
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	37.3	64.7	54.6	27.0
Writing	58.5	74.4	62.5	41.2
Mathematics	49.1	73.2	62.8	28.6
Grade 4 Reading	53.0	74.9	60.7	37.6
Writing	65.2	77.5	64.2	50.0
Mathematics	59.7	77.1	63.6	42.1
Grade 5 Reading	47.4	77.7	66.0	25.0
Writing	56.7	75.8	66.5	34.1
Mathematics	52.5	80.5	68.8	25.3
Science	36.7	67.6	58.1	27.4
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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.4	94.8	96.2

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. In the 2007-08 school year, 25 students were responsible for these incidents. These students represent 7.1% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	1
Theft	1	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	16	1
Property Damage	0	0
Weapons	4	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	24	0
Total	51	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our 2008-2011 School Improvement Plan is in the second year of implementation. In an effort to sustain the school's academic improvement, our ECER-S rated pre-Kindergarten program ensures a developmentally appropriate learning balance between child-chosen and teacher-assigned learning. A priority is placed school-wide on reading comprehension, mathematical content and processes, the writing process and the use of formative assessments to drive instruction. In continuing our collaboration between The University of Connecticut we will be piloting the M2 math program in grade 1. This continues the extension of the program in the primary grades. Readers' and Writers' workshops provide systematic and explicit literacy instruction. Guided group learning and differentiated instruction are the cornerstone for all instruction at Charter Oak. Summer Connections, a summer school opportunity for selected students in grades 2 through 5 at Charter Oak and Smith schools, is in its second year, allowing students to maintain a focus on reading throughout the summer.

We have continued to build upon our team approach using assessment data to strengthen our instruction. Identification of student needs has helped us meet these needs more efficiently throughout the day and during Extended Day offerings focusing on mathematics and language arts. All staff members have been involved in a year-long process of building understanding of the International Baccalaureate philosophy, and integrating aspects of this philosophy within our school culture and instruction. Teachers at every level have attended formal training offered by the International Baccalaureate Organization. Teams attended various professional development sessions, and implemented strategies including Understanding by Design, and Unwrapping the Standards. We also have begun to incorporate Scientifically Research-Based Intervention (SRBI) strategies to complement our Student Assistance Team process in order to increase student achievement.

SUPPLEMENTAL SCHOOL INFORMATION

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. An inclusive model of instruction fosters collaboration between classroom teachers, special education teachers, parents, and support personnel. We seek to develop the talents of each child and celebrate the diversity of our school community, which is clearly evident in rigor or academic programs. The School Improvement Plan continues to provide the vehicle for assessing the effectiveness of our programs and pedagogy. Ongoing data analysis provides direction by identifying specific needs in core academic areas. Teachers continue to actively pursue professional growth opportunities including vertical and horizontal teaming, and curriculum leadership. A significant new initiative is the exploration of the International Baccalaureate model to extend and enrich the global studies magnet theme through inquiry learning and the development of Learner Profile attributes.

Charter Oak's Boundless Playground creates a place where all children play together regardless of any limitations they may have. This is a dynamic and priceless addition to the school. Extended-day programs have also become a hallmark of the school, as after-school Explorations classes provide rich learning experiences beyond the school day in core subject areas, technology and the arts. Approximately 250 students attend Explorations sessions each year. Other enrichment programs during and after the school day include: Spanish instruction Pre-K to 5, Our Extended Day program, instrumental music tutorials, Book Clubs, Grade 3 Survivor-Writing, and Successmaker Math. We also connect students and parents with community police officers and the public library summer reading program. Recently local teacher-turned-author, Rick Labadia, worked with all students, sharing the process he followed in writing, illustrating and producing his book. Students were also treated to frequent performing opportunities and presentations by various West Hartford middle school and high school musical groups.
