

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Charter Oak International Academy****West Hartford School District**

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Location: 425 Oakwood Avenue  
 West Hartford,  
 Connecticut

Website: [www.whps.org/school/charteroak/index.htm](http://www.whps.org/school/charteroak/index.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: Intradistrict Magnet School  
 School Grade Range: PK - 5  
 Instructional Focus: International Baccalaureate PYP

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 298  
 5-Year Enrollment Change: -13.9%

**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	144	48.3	17.8	39.4
K-12 Students Who Are Not Fluent in English	50	17.6	8.0	7.8
Students with Disabilities	32	10.7	9.2	10.9
Students Identified as Gifted and/or Talented	12	4.0	4.8	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	30	81.1	89.7	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	255	100.0	99.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	993

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	18.5	20.1	18.5
Grade 2	16.0	19.9	19.7
Grade 5	17.0	22.5	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	32
Computer Education	0	21
English Language Arts	419	430
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	200
Music	36	34
Physical Education	54	43
Science	75	97
Social Studies	74	87
Technology Education	0	3
World Languages	36	14

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 5% of elementary and middle schools that serve Grade K 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	17.6	7.9	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	85.0	78.8

### 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	2.0	2.6	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.2	94.2
# of Print Volumes Per Student*	45.3	38.1	29.7
# of Print Periodical Subscriptions	18	17	11

\*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>		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.
General Education: Teachers and Instructors	25.70	
Paraprofessional Instructional Assistants	6.20	
Special Education: Teachers and Instructors	2.00	
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	9.80	

<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	11.5	12.0	13.7
% with Master's Degree or Above	83.3	84.3	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.8	7.3	8.7
% Assigned to Same School the Previous Year	86.7	85.0	85.0

**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.

COIA families participate in numerous activities offered through our Family Resource Center (FRC) and PTO. They are involved in events such as Family FUNdamentals and People Empowering People, a parent leadership program. Family Academy Math and Science experiences encourage family learning. Family Learning Curriculum Connections supports family literacy. Other programs include "Laptops, Language and Little Ones" to support families learning English, and "1, 2, 3 Read with Me" offered during the summer. The SAIL program offers academic support and enrichment to students after school. Through school-based programs such as C.H.A.T. (Conversations with Home And Teachers), parents build stronger parent/teacher/student bonds. Parents connect with teachers to support their child's academic, social and emotional growth through these sessions and through grade level events celebrating student work and encouraging home/school partnerships (Kindergarten Registration Literacy presentation, Museum Night, PJ story time, Family Fun Night and Family Literacy Night). Other opportunities for family involvement include: the PTO-sponsored Family Cultural Fair, celebrating our cultures through food, artifacts, and cultural performances by our school families and students; library volunteers; and participation in Career Day, Field Day, the annual Art Show, school play, concerts, student-led conferences, and the "Catch-It" program - where parents catch their children living the Learner Profile. The Globe newsletter and the PYP Perspective continue to increase the level of parent communication. Two student teams competed in Connecticut's Odyssey of the Mind competition. Both teams progressed to the international competition in Iowa. Students participated in the Inter-El Music Festival. Fifth grade students demonstrate inquiry, research and communication skills creatively through an intensive project culminating in a four-day Exhibition, showcased for students, families and the community. Hosted by student emcees, monthly assemblies are held, recognizing students for achievement, citizenship, and positive learner attributes.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.7
Asian American	60	20.1
Black	45	15.1
Hispanic	119	39.9
Pacific Islander	0	0.0
White	62	20.8
Two or more races	10	3.4
Total Minority	236	79.2

**Percent of Minority Professional Staff:** 5.4%

**Non-English Home Language :**

40.8% 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 16.

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

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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 International Academy is an intra-district magnet school. Children attending West Hartford's elementary schools are welcome to attend this school as magnet students. Community members are informed about our offerings through many avenues: district and school orientation meetings, visitations and tours, shadowing experiences, district-wide magnet school brochures, and presentations prepared by our students on our school web site – daily announcements and reports by our Video Club reporters. Our IB philosophy supports cultural diversity and the Mother Tongue. In January 2011, we became authorized as an International Baccalaureate World School. Students study the curriculum through a trans-disciplinary lens, gaining deeper perspective on local issues through the study of how these issues connect to the perspectives of the greater world and other cultures. Purposeful connections to other curricular areas are made during meaningful applications that include the use of texts, field studies, guest speakers, web-based information, original compositions, and cultural experiences in the visual and performing arts. Our annual International Night, Inquiry Circles and the fifth grade Exhibition provide an audience for students to share their independent investigations and learning experiences. Connections are made through participation in ESTEEM with Canton High School for our fifth graders, and through school-wide collaboration with the Conard High School Human Development classes and Global Problem Solving classes that explore the development of positive learner attributes, attitudes, and trans-disciplinary skills through literature and presentations. Other opportunities include Junior Achievement and Career Day, during which diverse groups of community members meet with students to explore career paths; International Day of Peace; and student-inspired action: book collections for hurricane victims, a year-long Veteran's appreciation project, publishing of a book relating women's experiences with the proceeds supporting women's rights, COIA Animal club and Endangered Animal Club projects, and Green Teams.

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### 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	56.0	66.6	50.9	61.7
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	52.1	72.0	59.2	37.9
Writing	62.0	76.4	62.7	46.8
Mathematics	68.6	76.3	66.5	51.4
Grade 4 Reading	66.7	78.4	64.1	51.1
Writing	66.0	78.6	65.3	47.8
Mathematics	70.8	80.3	68.0	51.7
Grade 5 Reading	58.7	80.6	67.6	36.8
Writing	76.5	81.1	68.1	64.2
Mathematics	72.3	82.5	71.6	49.9
Science	55.8	74.4	63.9	38.1
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

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	98.7	95.5	95.9

**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 2010-11 school year, 18 students were responsible for these incidents. These students represent 5.6% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	3	6
Fighting/Battery	7	2
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	5
Total	19	13

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The School Development Plan for Continuous Improvement focuses on our curriculum, data-driven decision-making, and environmental initiatives. In an effort to sustain the school's academic improvement, our ECER-S rated, and NAEYC accredited pre-kindergarten program ensures a developmentally appropriate learning balance between child-chosen and teacher-assigned learning. A priority is placed on school-wide reading comprehension, and is supported through data-driven tiered intervention based on AIMSweb assessments and the DRA2 diagnostic assessment. Mathematical content and processes are supported through interventions and enrichment using M2 and M3 materials in collaboration with The University of Connecticut and professional materials developed by NCTM. The writing process includes opportunities for students to write for various purposes throughout the year, exploring different genres. Readers' and writers' workshops provide systematic and explicit literacy instruction, while guided group learning and differentiated instruction remain the cornerstone for all instruction at Charter Oak. Summer Connections allows students to maintain a focus on reading throughout the summer. Data teams and vertical team collaboration have helped us to identify student needs and to meet these needs more efficiently throughout the day and during Extended Day offerings focusing on mathematics and language arts. Staff has been trained in Sheltered Instruction Observation Protocol (SIOP) methodology, enhancing the use of inquiry-based content objectives to focus instruction. Professional Development in "Closing the Achievement Gap" book studies, and Para-Institutes have continued to inform improved practices. A cohesive Program of Inquiry consisting of six transdisciplinary units of study at each grade level (four at PreK) encourages students to inquire into significant themes and to develop greater awareness of the world around them. Academic articulation has been enhanced during planning blocks throughout the week. Scientific Research-Based Intervention (SRBI) practices in reading and mathematics complement our Student Success Team process and increase student achievement.

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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.

An inclusive model of instruction fosters collaboration between classroom teachers, special area teachers, special education teachers, parents, and support personnel. We develop the talents of each child and celebrate the diversity of our school community, which is evident in the rigor of academic programs. The School Development Plan provides the vehicle for assessing programs and pedagogy. Data analysis identifies specific needs in core academic areas. Teacher leadership opportunities include Data Facilitators, ACHIEVE Curriculum leaders, and school improvement councils. The IB philosophy encourages international-mindedness and inquiry through transdisciplinary units of study and development of the Learner Profile, learner attitudes, and transdisciplinary skills. This results in increased student-led action. Extended-day programs are a hallmark of the school, providing 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 include Pre-K to 5 Spanish instruction, and instrumental music tutorials including Suzuki violin lessons in the primary grades. Technology is used to support applied learning through the use of SmartBoards, WIKIs, PowerPoint, Prezi, Digital StoryTelling, TurningPoint Clickers and Flip Video. Writing enrichment through the development of student-created magazines, and Video Club student news reports have also been supported through technology competencies based on NSTE standards. Students gained deeper insight into areas of study through author visits sharing the writing and book publication process, and connections to the culture behind dance, music, and art. Two fifth grade students were awarded the CAS Arts award. Community connections to science through the Maritime Aquarium Traveling Classroom, and to history and social studies through visits to farms, parks, community environmental organizations, local businesses, and college campuses such as Trinity, The University of Hartford, UCONN and CCSU have helped students broaden their perspectives.

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