

**STRATEGIC SCHOOL PROFILE 2000-01**

Elementary School K-6 Edition

## Charter Oak School

### West Hartford School District

MARGARET BEECHER, Principal  
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 2000.

**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
Total Enrollment                            319  
5-Year Enrollment Change                8.5%\*

**FACILITIES**

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

\*Between 1995 and 2000, 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	2000-01	34.6	14.3	26.4
% of K-12 Students with Non-English Home Language	2000-01	29.5	15.3	13.8
	1998-99	26.3	13.5	13.1
% of Students who Attended This School the Previous Year	2000-01	79.6	89.8	86.3
	1995-96	81.0	87.0	85.7
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2000-01	74.1	88.5	74.7
	1995-96	63.0	78.8	69.1

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)	37	11.6	6.1	5.1
Compensatory Education	55	17.2	12.3	23.1
Extended Day Kindergarten	54	N/A	N/A	N/A
Gifted and Talented Program	10	3.1	4.9	2.3
Special Education	44	13.8	12.4	11.3
Prekindergarten	0	N/A	N/A	N/A
Migrant Education	0	0.0	0.0	0.6

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	33	10.3
Black	65	20.4
Hispanic	98	30.7
White	123	38.6

**Total Minority 2000-01** 61.4%

**Total Minority 1995-96** 43.9%



### 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.

Charter Oak Academy of Global Studies opened as West Hartford's third magnet school in September 1998. Charter Oak is a racially, ethnically and economically diverse school community with a population of 319 students who are Asian American (10 %), African-American (20%), Hispanic (31%) and White (39%). Thirty percent of our students speak languages other than English in their homes. In an effort to create a school more reflective of the district's elementary school neighborhoods, Charter Oak is a school of choice. Eleven percent of our students are from other elementary schools in West Hartford. Student recruitment efforts include district and school orientation meetings, host school visitations and tours, and informational brochures that are distributed throughout the school community.

The school theme provides the necessary vehicle to celebrate Charter Oak's rich diversity. A Global Studies Curriculum developed by the school's professional staff includes an international strand that allows students to learn about and celebrate the similarities and differences in many cultures. The multi-cultural collection of books in our Media Center continues to explain and include more numerous fiction and non-fiction books that highlight different cultures and people.

Our Bushnell Partners Program brought visual and performing artists that represented different ethnic and racial backgrounds into the classroom in conjunction with these cultural studies. Schoolwide performances also enhanced students understanding and appreciation of other cultures.

Communication with children around the world is made possible through Internet access in every classroom. Students explore the world through programs such as GLOBE, GlobaLearn, CUSeeMe and International PenPals. The creation of two international dance troupes, On the Move, was made possible through the Foundation for West Hartford and the Bushnell Partners Program. A Mexican and a West Indies Dance troupe were formed and professionals taught students dances from these cultures. Students also had the benefit of learning about these countries through this arts experience. A schoolwide performance for students and parents was the culminating activity at the end of the year.

Charter Oak's sister-school partnership with Flanders Elementary School in Southington, now in its second year, provided an opportunity for eighty students to work together throughout the school year. They presented internationally themed concerts at both schools featuring performers from both elementary schools.

Creating an inclusive community within our existing diverse school setting continues to be a primary focus. The school works in concert with the Family Resource Center (FRC) to draw all families into the school community and ensure that they can use the strengths they have to help their children succeed in school. The FRC provides numerous offerings such a Family FUNdamentals, which gives an introduction to the school culture to families who speak another language. Playgroups for children from birth to school age afford opportunities for families to join school activities before they formally enter school. The People Empowering People (PEP) Program provides parent leadership training. The PTA encourages participants to join and support our school community by offering activities such as an international picnic.

During the summer, preschoolers may participate in our SummerShare Program offered through the Family Resource Center. This is an interdistrict partnership with the Martin Luther King School in Hartford.

## 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	979

\*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	98.7	53.4
Voice	100.0	100.0	55.2
Data	100.0	100.0	72.2
Internet Access	100.0	100.0	81.0
Multi-Room Network (LAN)	100.0	100.0	46.0

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	4.2	4.9	5.2
% of Computers that are High or Moderate Power	97.4	97.8	86.6
% of Computers with High Speed Internet Access	97.4	90.6	56.1
% of Internet Computers with Filtering Software	100.0	99.9	60.1

This school does not have a functional satellite link.

### LIBRARY MATERIALS

On-line periodicals are available at this school through at least one on-line periodical subscription service. In Connecticut, 27.6% of the K-6 schools subscribe to at least one service.

<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*	34.9	28.7	22.0
% of Print Volumes Purchased in the Last Three Years	9.5	14.5	16.5
# of Print Periodical Subscriptions	21	23.1	18.6
# of Non-Print Materials	132	239.1	401.6

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Grade K	2000-01	18.0	19.3	18.1
	1995-96	23.0	19.1	19.6
Grade 2	2000-01	15.0	19.7	19.5
	1995-96	21.0	19.8	20.6
Grade 5	2000-01	16.3	20.8	21.7
	1995-96	22.3	23.3	21.9

<b>School Staff Count Full-Time Equivalent</b>	<b>2000-2001</b>	<b>1999-2000</b>
# of Certified Staff		
Teachers	27.2	23.8
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	0.8	N/A
Other Professionals	1.0	N/A
# of Non-Certified Instructional	8.5	6.5

<b>Professional Staff Race/Ethnicity</b>	<b>2000-01</b>	<b>1999-2000</b>	<b>1995-96</b>
% Minority	9.1	10.3	7.4
<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	9.8	11.7	13.2
% with Master's Degree or Above	60.6	68.3	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	27.3	35.5	25.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	29	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	424	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	184	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	2	N/A
World Languages	36	41	10	No

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 14.3% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Services	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 (2000)	Yes	Yes
Other	Yes	Yes



### 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 1999-2000 School Year	0.3	0.6	2.1
Teacher Attendance, 1999-2000: Average # of Days Absent Due to Illness or Personal Time	5.3	6.4	7.2
% Certified Staff Assigned to Same School the Previous Year	84.8	85.3	80.9

## 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.

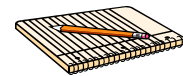
Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	School	District	State
Grade 4 Reading	49	74	56.9
Writing	49	75	57.5
Mathematics	73	81	60.2
All Three Tests	32.7	60.9	40.2
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	94.2	94.4	92.8

Results on the Third Generation test are not comparable to test results of previous years.




**Connecticut Mastery Test Index, Third Generation:** The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level). For the school index, each student's results are reported in the school he or she attended the previous year. For the district index, each student's results are reported in the district in which he or she was tested.

Connecticut Mastery Test Index, Third Generation	School	District	State
Grade 4 Reading	62.9	83.4	69.2
Writing	76.1	87.9	76.5
Mathematics	84.3	90.7	78.1
Grade 6 Reading	79.8	86.3	73.0
Writing	77.0	87.5	79.3
Mathematics	79.4	88.3	75.4



Results on the Third Generation test are not comparable to test results of previous years.

Physical Fitness % Passing All 4 Tests	School	District	State	
	Grade 4	36.5	44.2	31.6
	Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2000	93.7	96.5	96.1

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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:*** Charter Oak students continued our tradition of sustained progress over time as evidenced by CMT and district school assessments in the 2000-01 school year. The combined results of students who attended Charter Oak in grades three and five and took the 1996 Grade four and Grade six CMT in West Hartford indicate a growth from 39% of students who achieved mastery in 1996 to a high of 58% in 2000. Just as significantly, the percentage of students performing at or below remedial levels plunged from 27% in 1996 to just 9% in 2000. Although the data reflects more than one generation of the CMT, the progress is most noteworthy. On district spring assessments, 60% of fourth graders and 78% of fifth graders were at the Mastery Level on the DRP. On district June assessments 77% of fourth graders and 74 % of fifth graders were at the Mastery Level in Mathematics.

***Student Accomplishments:*** The students at Charter Oak have embraced the world as their classroom taking full advantage of the learning and citizenship opportunities we offer beyond the walls of the school. Students participated in an email partnership with children in Japan; shared research investigations of world cultures and nations during our annual International Celebration, learned the dances of Mexico, India and the West Indies; created Mexican style sculpture; created Japanese kites and African masks with professional artists; participated in our annual Geography Bee sponsored by National Geographic; raised funds for children through Project Bolivia; fought world hunger by supporting the Empty Bowls initiative; and became school leaders through training as peer mediators. Through our Responsive Classroom initiative, every student participated in the formation of our school rules or Code of Conduct in Charter Oak's own Constitutional Convention.

***Areas of Need:*** Language and literacy development are the most pressing areas of need for our students. Language proficiency is essential if our youngsters are to successfully participate as life-long learners in a global society.

***Plans:*** We will continue to provide students with a strong foundation in speaking, listening, reading, and writing through rigorous daily differentiated instruction as well as through Kindergarten Literacy Groups, Literature Circles, Early Intervention, Compensatory Education, Early Success, LIPs, Empowering Writer's, and Discover Writing programs. Mathematics instruction will again be enhanced through differentiated groupings and the use of the district math curriculum in an on-going assessment of student progress.

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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.

Charter Oak is privileged to enjoy strong district support and an overwhelming spirit of community involvement and commitment to the mission of the school. This nurturing atmosphere is enhanced by the richness of the diverse cultural backgrounds of our students and their families. Not only do our students study the world from afar; they celebrate, appreciate, and enjoy diversity as a routine part of their educational experience in an atmosphere of high standards and expectations.

To be true to our mission to develop the gifts and talents of every child, our school established action teams during our Site-Based Planning initiative. These teams meet on a continuous basis to monitor student progress and use this data as a benchmark to measure and adjust the effectiveness of instruction. One hundred percent of our faculty participated in one or more professional development off-site training sessions throughout the year. To further enhance our literacy initiative, we conducted a week-long in-house reading workshop for faculty. We plan to continue to provide faculty with similar professional development opportunities as a means to improve our pedagogy and the work of our professional learning community.

Implementation of our global studies curriculum and gifted and talented educational strategies, where students are provided with numerous opportunities to apply their skills in the real world, are hallmarks of Charter Oak. Thus, in addition to a strong academic program, our students participate in district fine and performing arts programs during the school day and also enjoy a variety of academic offerings before and after school. Explorations, a series of mini-courses, Homework Center and Summer SAIL are but a few. In addition, our nationally recognized Family Resource Center, the West Hartford Adult Mentor Program and Bushnell Partnership in the Arts support our efforts, enhance our home school connection, and bring the world to our door.

Strategic School Profiles may be viewed on the internet at <a href="http://www.csde.state.ct.us/public/der/datacentral">www.csde.state.ct.us/public/der/datacentral</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)

