

STRATEGIC SCHOOL PROFILE 2007-08

Elementary School K-6 Edition

**Charter Oak School
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 Grade Range: PK- 5
 Instructional Focus: Global Studies

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 341
 5-Year Enrollment Change: 2.7%

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	139	40.8	14.5	33.1
K-12 Students Who Are Not Fluent in English	75	23.0	10.2	7.3
Students with Disabilities	31	9.1	11.2	10.8
Students Identified as Gifted and/or Talented	6	1.8	4.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	75.7	88.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	236	81.7	90.8	86.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	989	987

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	12.3	19.7	18.1
Grade 2	20.7	20.7	19.3
Grade 5	16.7	22.7	20.9

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	17
English Language Arts	425	425
Family and Consumer Science	0	1
Health	32	23
Library Media Skills	18	18
Mathematics	201	199
Music	36	33
Physical Education	54	40
Science	76	97
Social Studies	75	92
Technology Education	0	1
World Languages	36	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 1 in this school. Statewide, 6.2% 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	22.7	10.1	7.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.0	79.1

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	2.6	3.5	3.4
% of Computers with Internet Access	100.0	100.0	98.3
% of Computers that are High or Moderate Power	100.0	99.2	91.7
# of Print Volumes Per Student*	34.7	33.6	27.7
# of Print Periodical Subscriptions	18	22	16

*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	27.70
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.50
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.00

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	8.1	11.4	13.2
% with Master's Degree or Above	75.0	78.1	77.9
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	7.3	6.3	8.7
% Assigned to Same School the Previous Year	62.5	68.2	72.5

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's website is devoted to homework pages.

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 academic 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 days 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 ESOL families and 1,2,3 Read with Me to strengthen the family connection.

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

Last year, two teams of Charter Oak students competed in Connecticut's Odyssey of the Mind competition. 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 that were showcased for families and the community. A number of parent forums were held to discuss the existing Global Studies theme and to determine ways in which the International Baccalaureate philosophy would positively affect our theme. Parents, teachers and administrators worked collaboratively to refine a school philosophy that will nurture international-mindedness.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	55	16.1
Black	73	21.4
Hispanic	143	41.9
White	69	20.2
Total Minority	272	79.8

Percent of Minority Professional Staff: 7.5%

Non-English Home Language: 32.2% 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 14.

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 radio.

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 study other cultures to enhance their understanding and appreciation 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.

Nurtured connections closer to home are made through participation in the Esteem Program for fifth graders with Canton High School. 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. Projects enable students to broaden their cultural horizons through research. Last year students conducted interviews and produced a book entitled "Flags in Our Front Yard." It celebrates 35 countries which represent the nationalities of students in our school. Students, along with peers from Durham, 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	12.9	40.9	33.8	15.5
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	33.8	65.1	52.0	26.1
Writing	46.3	76.0	63.4	23.8
Mathematics	36.2	71.9	60.0	19.7
Grade 4 Reading	46.8	70.7	55.9	37.0
Writing	45.2	71.0	62.9	23.3
Mathematics	33.3	71.7	60.3	17.8
Grade 5 Reading	52.1	71.6	62.2	34.0
Writing	52.1	75.2	64.5	32.1
Mathematics	60.4	78.6	65.9	39.4
Science	47.9	62.5	54.9	41.3
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	94.4	97.3	96.4

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. 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, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our School Improvement Plan is in place, after being revised for 2008-2011. In an effort to sustain the school's academic improvement, a full-day pre-Kindergarten program was added in 2006. This program ensures a developmentally appropriate learning balance between child-chosen and teacher-assigned learning. Throughout the school a priority is 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 is the M2 math program in grade 2 which will be extended to the primary grades. Readers' and Writers' workshops provide systematic and explicit literacy instruction. Guided reading 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 was implemented to maintain a focus on reading throughout the summer.

This past year, a team approach, including careful assessment of data and student work, was used to enhance and further perfect our instruction. Support for new staff was offered through an induction program and mentoring throughout the school. Teams attended various professional development sessions, and implemented strategies including Test Talk & Discourse, RTI, Understanding by Design, Unwrapping the Standards, Closing the Achievement Gap, Classroom Management, and the Second Step program. Refining our Student Assistance Team process incorporated Response to Intervention techniques, and an eight-week intervention, observation, and data-gathering period, in order to increase student achievement.

An inclusive model of instruction creates opportunities for collaboration between classroom teachers, Special Education teachers, parents, and support personnel. Parent surveys, C.H.A.T. evenings, PTA Community Nights, and parent volunteer translators at events throughout the year continues to increase the level of communication and parent involvement at Charter Oak.

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. We seek to develop the talents of each child and celebrate the diversity of our school community, which is clearly evident in our rigorous academic programs. The School Improvement Plan continues to provide the vehicle for monitoring and assessing the effectiveness of our programs and pedagogy. Ongoing data collection and review provides direction by identifying specific needs in core academic areas. Teachers continue to actively pursue professional growth opportunities including vertical and horizontal teaming, curriculum leadership. A significant new initiative is the exploration of the International Baccalaureate model to extend and enrich the global studies magnet theme.

Charter Oak's Boundless Playground continues to create 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, 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. We also connect students and parents with community police officers and the public library summer reading program. In 2008, the renowned children's author, Pegi Dietz Shea jump-started our year through sharing her books and working through the writing style with students in grades Pre-K through 5. Students were also treated to frequent performing opportunities and presentations by various West Hartford middle school and high school musical groups.

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