

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Charter Oak Academy**West Hartford School District**

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Location: 425 Oakwood Avenue
 West Hartford,
 Connecticut

Website: 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.

TYPE OF SCHOOL

School Type: Intradistrict Magnet School
 School Grade Range: PK - 5
 Instructional Focus: Academy of Global Studies

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 340
 5-Year Enrollment Change: -1.4%

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	156	45.9	15.9	36.7
K-12 Students Who Are Not Fluent in English	75	23.1	9.5	7.4
Students with Disabilities	28	8.2	10.4	10.9
Students Identified as Gifted and/or Talented	10	2.9	5.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	31	70.5	89.6	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	260	92.5	93.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	983	992

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	14.7	19.8	18.5
Grade 2	16.3	20.3	19.7
Grade 5	17.3	21.0	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	18
English Language Arts	422	422
Family and Consumer Science	0	1
Health	32	22
Library Media Skills	18	19
Mathematics	200	199
Music	36	33
Physical Education	54	41
Science	75	97
Social Studies	74	88
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in starts in Grade in this school. Statewide, % of elementary and middle schools that serve Grade 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	23.1	9.5	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	75.7	80.9

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	2.0	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	89.4	98.6	89.9
# of Print Volumes Per Student*	38.2	35.7	28.9
# of Print Periodical Subscriptions	22	22	12

*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	30.80
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	1.00
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	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.80

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	9.8	12.0	13.6
% with Master's Degree or Above	80.0	80.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	8.5	7.1	8.2
% Assigned to Same School the Previous Year	80.0	82.8	86.9

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 PTO. We seek to expand family involvement through events such as Family FUNdamentals and People Empowering People, a parent leadership program. The Family Book Club and Family Academy Math and Science days 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 the International Baccalaureate philosophy, conversation with the superintendent, literacy, fitness, holiday joys and stresses, and discipline through Love and Logic. 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 (Museum Night, PJ story time, Early Literacy Night). Other opportunities for family involvement include library volunteers, and participation in Career Day, Field Day, Junior Achievement, and Green-up, Clean-up day. These activities continue to increase the level of parent involvement at Charter Oak. Two teams of Charter Oak International Academy students competed in Connecticut's Odyssey of the Mind competition. A CHETT essay was awarded and 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. This year students were recognized at monthly assemblies for achievement, citizenship, and positive learner attributes. Student action in the community is a focal point throughout the year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	77	22.6
Black	55	16.2
Hispanic	140	41.2
White	67	19.7
Total Minority	273	80.3

Percent of Minority Professional Staff: 7.3%

Non-English Home Language :

40.9% 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 International 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 International Academy represent the countries of our school's culturally diverse population. Students experience and learn about cultural diversity in their daily interactions and explore the cultures of the world through inquiry into transdisciplinary themes of global significance. This spring, we submitted our application for authorization as 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 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, and through school-wide collaboration with the Conard High School Human Development classes, that explores the development of positive learner attributes and attitudes through literature. Other 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 and action. These include International Day of Peace, Crayons for Cancer, Pennies for Peace, and the COIA Animal Club.

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	38.6	65.6	50.3	28.4
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	58.1	70.9	57.0	50.2
Writing	65.2	71.4	58.3	63.3
Mathematics	63.6	75.4	62.4	51.0
Grade 4 Reading	34.6	68.6	59.9	19.2
Writing	60.0	74.7	63.6	43.0
Mathematics	58.5	77.6	67.0	34.0
Grade 5 Reading	50.8	76.0	61.8	34.7
Writing	69.2	80.2	68.2	48.6
Mathematics	75.8	85.4	72.4	53.4
Science	50.7	70.7	59.4	37.5
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.

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	96.8	97.8	96.5

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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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 2008-2011 School Improvement Plan is in the third year of implementation. 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 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 K. This continues the vertical articulation the program in the primary grades. Readers' and writers' workshops provide systematic and explicit literacy instruction. Guided group learning and differentiated instruction is the cornerstone for all instruction at Charter Oak. Summer Connections, a summer school opportunity for selected students in grades 1 through 5, at Charter Oak and Smith Schools, is in its third year, allowing students to maintain a focus on reading throughout the summer. The development of data teams and vertical team discussions has helped us to identify student needs and to meet these needs more effectively throughout the day and during extended day offerings focusing on mathematics and language arts. Kindergarten through grade 2 teachers have been trained in Sheltered Instruction, Observation Protocol (SIOP) methodology, and teachers in grades 3 – 5 will be trained in 2010-2011. We have developed a cohesive program of inquiry consisting of six transdisciplinary units of study at each grade level (four at Pre-K) that encourage students to inquire into significant themes and to develop greater global awareness. We also have begun to incorporate Scientifically Research-Based Intervention (SRBI) strategies including universal screening and progress monitoring and intervention practices to complement our Student Success 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 the rigor of 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 through leadership opportunities. The continuing development of International Baccalaureate philosophy has encouraged student inquiry into global themes through transdisciplinary units of study and the development of learner profile attributes. The connections between new learning and the community has resulted in a more active student council and increased student-led action including Animal Club and Crayons for Cancer. Extended-day programs have 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, and instrumental music tutorials, book clubs, Lexia Reading, and Successmaker Math. Students have gained deeper insight into areas of study through visits from an author, sharing the process of book publication, an Indian dancer who shared the culture behind her dance, and Juggle and Joy, who demonstrated various genres used for self-expression. Students were also treated to frequent presentations by members of the community: various musical groups, police, fire, library, and government personnel.
