

**STRATEGIC SCHOOL PROFILE 2003-04**

Elementary School K-6 Edition

**Charter Oak School**  
**West Hartford School District**

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 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).

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**STUDENT ENROLLMENT**

School Grade Range                      K - 5  
 Total January Enrollment                341  
 5-Year Oct. Enrollment Change        9.7%\*

**FACILITIES, 2002-03**

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

\*Between 1998 and 2003, became magnet school

**SCHOOL NEED**

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2003-04	38.1	13.0	29.2
	2002-03	39.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2003-04	28.2	16.4	13.3
	1998-99	26.3	13.5	13.1
% of Students above Entry Grade who Attended this School the Previous Year	2003-04	75.2	88.8	87.5
	1998-99	84.5	84.9	84.9
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2003-04	73.2	85.6	76.4
	1998-99	64.3	78.9	72.0

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)	55	16.1	8.1	6.2
Compensatory Education	78	22.9	13.0	26.6
Full or Extended Day Kindergarten	57	N/A	N/A	N/A
Gifted and Talented Program	14	4.1	4.5	1.9
Special Education	30	8.9	11.5	11.2
Prekindergarten	0	N/A	N/A	N/A

## JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	40	11.7
Black	71	20.8
Hispanic	125	36.7
White	104	30.5
Other	0	0.0

**Total Minority 2003-04** 69.5%

**Total Minority 1998-99** 51.3%



### 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 Harford Public School's third magnet school in 1998. Children attending other elementary schools are welcomed to attend this elementary school as magnet students. Through district and school orientation meetings, brochures, special events, visitations and tours, the community members are informed about the offerings and enhancements available to them as potential magnet families. The many flags that fly at Charter Oak Academy each day represent the countries of our school's culturally diverse population. Thus, our students not only have the opportunity to experience and learn about cultural diversity in their daily peer interactions, but also have numerous opportunities to explore the many cultures of the world through our Global Studies Curriculum.

The Global Studies Curriculum is just one of the enhancements offered at Charter Oak. Through a blend of a wide range of texts, trade books, field studies, guest speakers, Internet links, research projects and cultural experiences in the visual and performing arts, students explore a variety of cultures to enhance their understanding and appreciation of the world tapestry. A yearly International Celebration provides an audience for students' learning and related independent investigations as they bring the many cultures to life for the school community.

Our richly diverse parent community also joined together this year by embracing the Love and Logic Program in order to work in tandem with the school to enhance their children's social and emotional growth. Twenty percent parent community attended six evening training sessions and enthusiastically learned to use new parenting techniques and strategies at home. Fun-filled children's programs were offered on each parent training evening to the delight of all. Teacher training in these same concepts provided a consistent, school-wide message for our students. This united effort produced incredibly positive and effective results and is a testament to the power of parent partnerships.

In addition to this broad-based curriculum, we forge connections closer to home through our participation in Hartford's Bushnell Partner's Program, SummerShare with the Martin Luther King School and the Esteem Program with Canton High School. Many of the student participants, as well as the artists and educators providing these programs, represent a range of ethnic and racial backgrounds further broadening our students' academic and social experiences.

Our school families, many of whom are newcomers to our shores, avail themselves of the numerous activities and programs we offer through our Family Resource Center, FRC, and PTA. Parent Math and Science nights, Family FUNDamentals, People Empowering People, a parent leadership program, and other offerings are examples of programs that enable us to enhance family understanding of and involvement in the academic lives within and beyond the school day.

## 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	985

\*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	100.0	57.4
Voice	100.0	100.0	68.7
Internet Access	100.0	100.0	94.7
Multi-Room Network (LAN)	100.0	100.0	70.9

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	3.5	4.7	4.2
% of Computers that are High or Moderate Power	85.4	87.6	63.4
% of Computers with Internet Access, All Speeds	100.0	100.0	89.0
% of Computers with High Speed Internet Access	100.0	100.0	86.8
% of Internet Computers with Filtering Software	100.0	100.0	94.6

This school does not have a functional satellite link.

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<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*	37.1	30.8	24.8
% of Print Volumes Purchased in the Last Three Years	13.1	12.1	15.5
# of Print Periodical Subscriptions	19	24.3	16.4
# of Non-Print Materials	128	230.0	395.2

\*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	2003-04	18.7	19.8	18.7
	1998-99	18.7	19.9	18.6
Grade 2	2003-04	18.0	20.4	19.8
	1998-99	17.0	19.4	20.1
Grade 5	2003-04	19.7	21.6	21.4
	1998-99	22.0	22.2	21.5

<b>School Staff Count Full-Time Equivalent</b>	<b>2003-04</b>	<b>2002-03</b>
# of Certified Staff		
Teachers	31.2	31.2
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.9	1.7
Other Professionals	3.0	2.0
# of Non-Certified Instructional	8.5	8.5

<b>Professional Staff Race/Ethnicity</b>	<b>2003-04</b>	<b>2002-03</b>	<b>1998-99</b>
% Minority	4.9	7.7	10.3
<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	11.7	11.3	13.1
% with Master's Degree or Above	70.7	71.8	80.0
% Trained as Mentors, Assessors, or Cooperating Teachers	31.7	33.3	28.0

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	31	No
Computer Education	0	2	18	N/A
English Language Arts*	420	414	424	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	188	No
Music	36	36	33	No
Physical Education	54	54	40	No
Science*	76	79	97	No
Social Studies*	75	73	96	No
Technology Education	0	0	2	N/A
World Languages*	36	41	11	No

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 1 in this school. In Connecticut, 4.2% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2003)	Yes	Yes
Other	No	No



### 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 2002-03 School Year	3.0	1.0	2.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	9.3	7.0	8.3
% Certified Staff Assigned to Same School the Previous Year	87.8	88.2	84.8


## 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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Gen. % Meeting State Goal</b>	<b>School 2000-01</b>	<b>School 2003-04</b>	<b>District 2003-04</b>	<b>State 2003-04</b>
Grade 4 Reading	49	29.5	67.8	54.3
Writing	49	59.0	75.9	65.8
Mathematics	73	41.9	70.9	57.6
All Three Tests	32.7	24.2	56.9	42.3
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
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	94.2	100.0	97.1	97.4



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>% Passing All 4 Tests</b>			
 Grade 4	10.5	41.0	32.1
Grade 6	N/A	N/A	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
% on October 1, 2003	97.9	97.4	97.1

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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's tradition of sustained progress for the past seven years on the state CMTs was interrupted this year. Our fourth grade students found this assessment particularly challenging and the scores clearly reflected their difficulties. However, our district assessments, administered at the end of this school year, clearly demonstrate the growth of this class and third and fifth grades during this school year. In the district's June 2004 Mathematics assessment, 61% of the fourth graders achieved mastery with a average of 60% at mastery at the third, fourth and fifth grades. The June 2004 district Reading scores that included both DRP and Reading Comprehension, show 64% of third graders, 54% of fourth graders and 76% of fifth graders at mastery.

### ***Student Accomplishments***

During the 2003-04 school year, 66 students participated in band and orchestra and 92 children were members of the chorus. In addition, 20 students were selected for InterEl, a select group of musicians chosen from the eleven elementary schools in the district. Charter Oak was also represented as several students placed in the annual field day sponsored by the town of West Hartford.

### ***Plan for Improvement***

Following an exhaustive analysis of both state and district assessment data, we found much evidence of the effectiveness of our current instructional practices. Thus, as specifically outlined in our School Improvement Plan, we will continue to develop our students' language and literacy skills through the school-wide delivery of reader's and writer's workshops that is systematic, supported, sequential, explicit and insistent on high standards of achievement. Toward that end, differentiated instruction is clearly evident in all of our classrooms and the close monitoring and assessment of student progress identifies areas of need and thus informs our instruction. We will also continue to provide additional instruction through a trained support staff and programs that include but are not limited to Early Intervention, Reading Lab, Phonics, and SuccessMaker.

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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.

An overwhelming spirit of community involvement and unwavering district support are hallmarks of Charter Oak Academy. This strong commitment is enhanced by the richness of the diverse cultural backgrounds of our students and their families. Through our teacher developed Global Studies curriculum, we celebrate the spectacular similarities and delightful differences of cultures around the world.

Our commitment to the development of the gifts and talents of each child is evidenced by our academic programs that are characterized by high expectations and a rigorous curriculum. This is also demonstrated through a wide array of educationally stimulating programs that occur during and after the school day. The development of our School Improvement Plan provided the forum in which to monitor and assess the effectiveness of our programs and pedagogy. In working to increase student achievement, action plans were created and teachers met regularly to address new initiatives. The basic skills of reading, writing and mathematics took center stage as school action teams identified specific needs and teachers received training and resources necessary to expeditiously and effectively address these areas of need. Additionally, teachers, as members of our adult learning community, independently pursued opportunities for professional growth thus further improving our educational efforts.

Charter Oak continues to provide numerous extended day experiences for its students. Explorations, Marvelous Mondays and Wonderful Wednesdays provide rich learning experiences in academics, technology and the arts. Approximately 200 students attend these dynamic and challenging after school classes each year. Other enhancements unique to our school are Spanish instruction K-5, a Bushnell Partnership, Mentoring Mathematical Minds with UCONN's Neag Center, an early literacy tutorial program and instrumental music tutorials provided by accomplished musicians.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</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 <a href="http://www.whps.org/school/charteroak/index.htm">www.whps.org/school/charteroak/index.htm</a>
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