

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

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

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Location: 425 Oakwood Ave.
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: International Baccalaureate PYP

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 306
5-Year Enrollment Change: -10.3%

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	155	50.7	18.0	41.3
K-12 Students Who Are Not Fluent in English	47	16.0	7.5	8.1
Students with Disabilities	28	9.2	9.4	11.2
Students Identified as Gifted and/or Talented	9	2.9	5.1	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	45	81.8	85.7	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	232	97.5	95.8	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	979	999

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	18.3	19.6	18.9
Grade 2	16.3	19.3	19.8
Grade 5	16.3	22.0	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	33
Computer Education	0	19
English Language Arts	419	429
Family and Consumer Science	0	0
Health	32	20
Library Media Skills	18	20
Mathematics	199	201
Music	36	35
Physical Education	54	43
Science	75	99
Social Studies	74	90
Technology Education	0	3
World Languages	36	15

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.6% 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	16.0	7.5	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	87.1	79.2

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	2.5	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	99.7	93.5
# of Print Volumes Per Student*	41.5	37.3	29.7
# of Print Periodical Subscriptions	20	17	10

*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		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	28.30	
Paraprofessional Instructional Assistants	7.00	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	1.50	
Library/Media Specialists and/or Assistants	1.00	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	9.80	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.1	13.0	13.7
% with Master's Degree or Above	88.2	85.7	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.1	8.2	9.1
% Assigned to Same School the Previous Year	79.4	84.4	84.3

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.

Through school-home 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, Family Literacy Night, and Family Math Night). Other opportunities for family involvement include the Family Cultural Fair, organized by the PTO, celebrating our cultures through food, artifacts, and cultural performances, Family Fun Night, library volunteers, participation in Career Day, Field Day, the annual Art Show, school play, concerts, student-led conferences, and the “Catch-It” program wherein parents catch their children living the Learner Profile. The Globe newsletter, PYP Perspective, and IB Inquirer increase the level of parent communication. Our student team competed in Connecticut's Odyssey of the Mind competition, and progressed to the international competition in Michigan. Students participated in the Inter-El Music Festival. Fifth grade students demonstrate inquiry, research and communication skills creatively through a yearlong project culminating in Exhibition, showcased for students, families and the community. Students are recognized at monthly Star assemblies, hosted by student MCs, for achievement, citizenship, and positive learner attributes and providing a venue for student performance and action. 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.7
Asian American	55	18.0
Black	43	14.1
Hispanic	118	38.6
Pacific Islander	0	0.0
White	72	23.5
Two or more races	16	5.2
Total Minority	234	76.5

Percent of Minority Professional Staff: 5.0%

Non-English Home Language :

37.5% 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 18.

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 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, district-wide magnet school brochures and presentations prepared by our students on our school web site – home/school daily announcements and informational videos are produced in our own green screen studio. 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 through the use of texts, field studies, guest speakers, web-based information, virtual field experiences through video conferencing, original compositions, and cultural experiences in the visual and performing arts. Our annual Inquiry Gallery, 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 Family Development classes and Global Problem Solving classes. 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: Paper Savers, in grade 1, composting, gardening and a farmer's market in grade 3, and Crayons for Cancer, books for Ghana schoolchildren, a letter to the governor regarding motorcycle safety and a letter to the mayor resulting in a student being guest artist at Celebrate West Hartford, all at grade 4.

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	66.0	70.7	52.0	77.5
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	45.7	71.7	56.9	34.0
Writing	64.6	75.8	60.0	55.2
Mathematics	70.8	73.1	61.4	62.4
Grade 4 Reading	58.0	75.4	62.6	40.3
Writing	67.3	73.9	63.0	54.6
Mathematics	66.7	73.0	65.1	49.2
Grade 5 Reading	71.1	79.4	66.9	55.4
Writing	79.6	81.0	65.6	74.7
Mathematics	84.4	81.2	69.2	76.0
Science	67.3	76.3	62.3	57.0
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	96.1	97.6	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. In the 2011-12 school year, 20 students were responsible for these incidents. These students represent 6.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	1
Theft	0	0
Physical/Verbal Confrontation	2	7
Fighting/Battery	1	2
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	2
Total	9	12

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Development Plan for Continuous Improvement focuses on our International Baccalaureate 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-selected 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 the research based NCTM Math Process Standards series and M2 and M3 materials and instructional strategies from the University of Connecticut. Inquiry, guided group learning, and differentiated instruction are the cornerstone for instruction, and globally connected curriculum provides the opportunity for authentic student reading, writing, and discourse. Summer Connections allows students to 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. Sheltered Instruction Observation Protocol (SIOP) methodology, has enhanced the use of inquiry-based content and language objectives for instruction. Professional Development in "Teach Like a Champion" 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, focusing on integrating the IB curriculum with new Common Core Standards. Scientific Research-Based Intervention (SRBI) practices in reading and mathematics complement our Student Success Team process and increase student achievement. The "WIN" block (What I Need) piloted at each grade, has allowed student differentiation and/or enrichment throughout the week.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our transdisciplinary curriculum fosters whole school collaboration. We develop the talents of each child and celebrate the diversity of our school community, which is evident in the rigor of academic programs. Data analysis identifies specific needs in core academic areas. Teacher leadership opportunities include Math, Literacy, Transdisciplinary, and School Climate teams. The IB philosophy encourages international-mindedness and inquiry through transdisciplinary units of study and development of the Learner Profile, learner attitudes, and productive approaches to learning. This results in increased student-led action. Achieve after school programs are a hallmark of the school, providing rich learning experiences beyond the school day in core subject areas, technology and the arts. Other enrichment programs include Pre-K to 5 Spanish instruction, instrumental music tutorials including Suzuki violin lessons in the primary grades, and the use of technology - supporting applied learning. Developing students as producers has been supported through instruction based on NSTE technology competencies. Students gained deeper insight into areas of study through author visits and connections to the culture behind dance, music, and art. Community partnerships - visits to farms, parks, environmental organizations, local businesses, and college campuses such as Trinity, The University of Hartford, UCONN and CCSU have helped students broaden their perspectives. Students have won awards based on their participation in various competitions: CAS Arts award (2); Siemens "We can change the world challenge" (7); Long Island Sound Foundation (1); Secretary of the State essay contest (2); Odyssey of the Mind (7).
