

STRATEGIC SCHOOL PROFILE 2004-05

Elementary School K-6 Edition

**Charter Oak School
West Hartford School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 345

5-Year Enrollment Change: 8.8%

**TYPE OF SCHOOL**

School Type: Intradistrict Magnet

School Grade Range: K-5

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	2004-2005	35.7	12.0	28.1
	2002-2003	39.5	13.0	28.8
% of K-12 Students with Non-English Home Language	2004-2005	28.1	16.2	13.1
	1999-2000	25.9	14.3	13.5
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	83.8	90.6	87.4
	1999-2000	85.7	88.5	85.1
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2004-2005	70.4	81.5	77.0
	1999-2000	78.0	84.6	73.1

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)	47	13.6	8.3	5.9
Compensatory Education	67	19.4	12.4	23.5
Full or Extended Day Kindergarten	54	N/A	N/A	N/A
Gifted and Talented Program	14	4.1	3.8	1.9
Special Education	27	7.8	11.1	11.3
Prekindergarten	0	N/A	N/A	N/A

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	41	11.9
Black	77	22.3
Hispanic	121	35.1
White	104	30.1

Total Minority 2004-2005 69.9%

Total Minority 1999-2000 55.5%



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 is an intra-district magnet school. Children attending other elementary schools are welcomed to attend this school as magnet students. Through district and school orientation meetings, brochures, special events, visitations and tours, community members are informed about the offerings and enhancements available to potential magnet families. 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 peer interactions and also have numerous opportunities to explore the cultures of the world through our Global Studies Curriculum.

Students explore a variety of cultures to enhance their understanding and appreciation of the world tapestry through the use of a wide range of texts, field studies, guest speakers, Internet links and cultural experiences in the visual and performing arts. A yearly International Celebration provides an audience for students' learning and independent investigations as they bring the many cultures to life for the school community.

Charter Oak received a grant from the State of Connecticut to build a Boundless Playground on school grounds. The entire Charter Oak student body, parents and community members have been involved in the design and planning of the playground. When completed, the playground will represent the desires of the Charter Oak community to provide a challenging play environment that welcomes able and disabled children to play and learn together.

Charter Oak once again welcomed parents to come together to learn about the Love and Logic Program to encourage the parent/teacher connection with children's social and emotional growth. Some parents attended the training for the first time, while others continued the learning they had begun a year ago. This partnership with parents has shown positive results in forging stronger parent/teacher/student bonds.

In addition to this broad-based curriculum, we forge connections closer to home through our participation in SummerShare with the Martin Luther King School and the Esteem Program with Canton High School. Charter Oak renewed its association with the Bushnell Partner's Program with several cultural offerings. 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 student's academic and social experiences.

Our school families, many of whom are new to this country, participate in numerous activities and programs we offer through our Family Resource Center and PTA. Family FUNDamentals, People Empowering People, a parent leadership program, and other offerings enable us to enhance family understanding of and involvement in the academic lives of their children. Family Book Club, C.H.A.T., a program for parents of third grade students to learn and talk about the academic subjects their children are studying, and parent Math and Science nights are examples of programs offered by Charter Oak teachers that encourage parents and children to learn together.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	991	991	989

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	100.0	59.0
Voice	100.0	100.0	69.0
Internet Access	100.0	100.0	95.9
Multi-Room Network (LAN)	100.0	100.0	72.0

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.5	4.4	4.0
% of Computers that are High or Moderate Power	58.6	84.9	73.8
% of Computers with Internet Access, All Speeds	100.0	100.0	92.3
% of Computers with High Speed Internet Access	100.0	100.0	90.5
% of Internet Computers with Filtering Software	100.0	100.0	98.0

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.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	40.6	31.8	26.1
% of Print Volumes Purchased in the Last Three Years	14.3	11.2	14.9
# of Print Periodical Subscriptions	18	24.8	15.9
# of Non-Print Materials	250	291.6	412.5

*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



Average Class Size		School	District	State
Gr. K	2004-2005	18.0	19.3	18.5
	1999-2000	16.7	18.5	18.5
Gr. 2	2004-2005	19.3	20.2	19.5
	1999-2000	20.3	19.5	19.8
Gr. 5	2004-2005	19.7	21.0	21.3
	1999-2000	17.0	21.4	21.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	27.7	31.2
Administrators	1.0	1.0
Department Chairs	0.0	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.8	1.9
Other Professionals	2.0	3.0
# of Non-Certified Instructional	7.0	8.5

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	5.6	4.9	10.3
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.0	11.2	12.9
% with Master's Degree or Above	75.0	71.7	80.4
% Trained as Mentors, Assessors, or Cooperating Teachers	44.4	35.5	29.6

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*	427	422	423	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	24	No
Library Media Skills*	18	18	19	No
Mathematics*	202	200	189	No
Music	36	36	33	No
Physical Education	54	54	41	No
Science*	76	79	97	No
Social Studies*	75	73	95	No
Technology Education	0	0	1	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, 4.7% of K-6 schools have started world language instruction at this grade or earlier.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	Yes	Yes
Summer School (2004)	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 2003-04 School Year	1.2	0.8	2.0
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	6.0	6.3	8.2
% Certified Staff Assigned to Same School the Previous Year	80.6	80.0	82.1


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.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	School 2004-05	District 2004-05	State 2004-05
Grade 4 Reading	49.0	67.9	52.8
Writing	84.3	76.7	63.3
Mathematics	66.7	75.2	56.8
All Three Tests	37.3	57.4	41.2
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	100.0	98.8	99.0



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.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	16.3	41.6	33.3
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2004	97.7	97.4	96.4

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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 to show sustained progress over time on state assessments. Our fourth grade students surpassed the state achievement levels in all three areas assessed on the 2004 Third Generation CMT. In Writing, 84% of the students reached goal which was above the district average of 77%. Charter Oak also had 67% of students reach goal in Math, an increase of 25 percentage points compared to 2003 and an excellent score. The total Reading score showed, 49% of the children at goal. Yet, two areas of Reading Comprehension - i.e. Forming Initial Understanding and Developing an Interpretation, 69% of the children were at goal. However the real success story is the number of children who were at below basic on the 2004 CMT. Only 8% of the Charter Oak students were at the level compared to 39% the previous year and 12% for the district as a whole. In addition, and perhaps most worthy of noting herein, Charter Oak succeeded in significantly closing the achievement gap. The difference in achievement between students who are receiving free and reduced lunch and those who do not was reduced to 7% in math and 7% in writing.

Student Accomplishments: A team of seven Charter Oak students competed in Connecticut's Odyssey of the Mind competition and were selected to compete in the International competition in Colorado this spring. An overwhelming number of Charter Oak students participated in InterEI, a select group of musicians chosen from the eleven elementary schools in the district.

Plan for Improvement: In an effort to sustain the school's academic improvement, several new programs will be implemented during the next school year as a result of school and district initiatives. An oral language program will be implemented in all Kindergarten classes since this is an area in need of improvement. A new Math program will be added to third and fourth with accompanying staff development and primary grade teachers will also benefit from training in Writing. Reader's and Writer's Workshops will continue to provide a systematic and explicit literacy instruction and differentiated instruction will continue to be the cornerstone for all instruction at Charter Oak. The assessment of student progress and identification of areas of need will be on-going in order to successfully and skillfully inform our instruction.

SUPPLEMENTAL SCHOOL INFORMATION

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 is the result of the powerful connection between school and home. Parent and teacher surveys revealed an incredible alignment in their vision and view of Charter Oak. The strong commitment to academic excellence, the success of every child, the celebration of the school's diversity, and the need to provide an enriched learning environment, and the education of the whole child are beliefs embraced by the entire community. This unity of purpose plays a key role in the improved achievement of the children.

Our commitment to the development of the gifts and talents of each child is clearly evident in all of our academic programs which are characterized by high expectations and a rigorous curriculum. The School Improvement Plan continues to provide the vehicle for monitoring and assessing the effectiveness of our programs and pedagogy. New action plans provided direction in the basic skills of Reading, Writing and Mathematics by identifying specific needs for resources and teacher training necessary to expeditiously and effectively address these areas. Additionally, teachers continue to actively pursue professional growth opportunities.

This year Charter Oak received a grant for the development of a Boundless Playground on the school grounds. Parents, teachers, personnel from the town and schools and Boundless Playground staff all willingly participated in creating a place where all children can play regardless of any limitations they may have. This was a dynamic process and will be a priceless addition to the school. Extended-day programs have also become a hallmark of the school. Explorations, Marvelous Mondays and Wonderful Wednesdays provide rich learning experiences beyond the school day in academics, technology and the arts. Approximately 150 students attended each of the Explorations sessions this year. Other enrichment programs during and after the school day include but are not limited to: Spanish instruction K-5, Bushnell Partners Program, UCONN's Math 3 Program, Homework Center and instrumental music tutorials.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
For the school/district website, see www.whps.org/school/charteroak/index.htm

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