

STRATEGIC SCHOOL PROFILE 2010-11

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: International Baccalaureate

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 314
 5-Year Enrollment Change: -9.0%

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	142	45.2	17.0	38.3
K-12 Students Who Are Not Fluent in English	64	21.4	8.4	7.7
Students with Disabilities	34	10.8	9.8	10.8
Students Identified as Gifted and/or Talented	11	3.5	5.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	36	75.0	91.7	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	229	91.2	93.3	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	977	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	16.0	19.4	18.4
Grade 2	16.7	20.4	19.9
Grade 5	18.7	21.4	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	0	19
English Language Arts	417	426
Family and Consumer Science	0	1
Health	32	21
Library Media Skills	18	19
Mathematics	199	198
Music	36	33
Physical Education	54	41
Science	75	95
Social Studies	74	86
Technology Education	0	2
World Languages	36	14

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade K in this school. Statewide, 4.4% 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	21.4	8.3	7.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	97.1	84.0	81.3

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	2.1	2.7	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	92.0	99.1	92.9
# of Print Volumes Per Student*	34.3	37.7	29.5
# of Print Periodical Subscriptions	20	20	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	27.80
Paraprofessional Instructional Assistants	7.30
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	1.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.90

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	10.6	12.0	13.7
% with Master's Degree or Above	81.3	83.2	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.6	7.3	8.7
% Assigned to Same School the Previous Year	84.4	88.1	83.9

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.

COIA families participate in numerous activities offered through our Family Resource Center (FRC) and PTO. They are involved through events such as Family FUNDamentals and People Empowering People, a parent leadership program. One School, One Book, Build-a-Book, and 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. 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. 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, Museum Night, PJ story time, Family Fun Night and Math Night). Other opportunities for family involvement include 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 and the PYP Perspective continue to increase the level of parent communication. Students competed in Connecticut's Odyssey of the Mind competition. The team progressed to the international level where they placed fourteenth out of 68. Students participated in Michelle Obama's Let's Move! Recipes for Healthy Kids competition, and are semi-finalists. Students participated in the Inter-El Music Festival. Fifth grade students demonstrate inquiry, research and communication skills creatively through a yearlong project culminating in a three-day exhibition showcased for students, families and the community. Students are recognized at monthly assemblies, for achievement, citizenship, and positive learner attributes.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.0
Asian American	72	22.9
Black	45	14.3
Hispanic	124	39.5
Pacific Islander	0	0.0
White	60	19.1
Two or more races	10	3.2
Total Minority	254	80.9

Percent of Minority Professional Staff: 5.1%

Non-English Home Language :

40.5% 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 15.

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 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. 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 the lens of current issues and the perspective of other cultures to enhance their understanding of the world tapestry. They inquire deeply using texts, field studies, guest speakers, web-based information, original compositions, and cultural experiences in the visual and performing arts. Our annual International Night provides an audience for students to share their independent investigations as they bring the many cultures to life. 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 Human Development classes that explore the development of positive learner attributes and attitudes through literature. Other events include Junior Achievement Day and Career Day, during which a diverse group of community members meets with fifth grade students to discuss career paths. Additional projects enable students to broaden their cultural horizons through research and action. These include International Day of Peace, letter-writing campaigns regarding current issues, student volunteerism at a veteran's home, a food pantry, an animal shelter, collections for troops and tornado victims, and ongoing action from 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	49.0	68.1	50.9	46.9
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	42.6	71.5	58.4	26.8
Writing	46.9	74.0	61.1	28.0
Mathematics	54.0	76.4	63.0	33.2
Grade 4 Reading	68.8	77.7	62.5	59.4
Writing	67.9	77.8	65.5	51.9
Mathematics	77.1	81.4	67.0	66.2
Grade 5 Reading	44.2	73.5	61.4	30.3
Writing	57.1	80.5	66.8	35.2
Mathematics	66.7	83.3	72.5	40.0
Science	46.4	68.2	59.9	34.4
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	98.1	97.6	94.8

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 2009-10 school year, 9 students were responsible for these incidents. These students represent 2.3% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	2	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	0	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	10	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The School Development Plan for Continuous Improvement focuses on our 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-chosen and teacher-assigned learning. A priority is placed on school-wide reading comprehension, mathematical content and processes, the writing process and the use of formative assessments to drive instruction. In continuing our collaboration with The University of Connecticut, we piloted the M2 math program in grade K, expanding this program throughout the primary grades. Readers' and Writers' workshops provide systematic and explicit literacy instruction. Guided group learning and differentiated instruction are the cornerstone for all instruction at Charter Oak. Summer Connections allows students to maintain a focus on reading throughout the summer. Data Teams and vertical team collaboration has helped us to identify student needs and to meet these needs more efficiently throughout the day and during extended day offerings focusing on mathematics and language arts. Staff have been trained in Sheltered Instruction Observation Protocol (SIOP) methodology, enhancing the use of inquiry-based content objectives to focus instruction. A cohesive Program of Inquiry consisting of six trans-disciplinary units of study at each grade level (four at Pre-K) encourages students to inquire into significant themes and to develop greater global awareness. Academic articulation has been enhanced during planning blocks throughout the week. Scientific Research-Based Intervention (SRBI) practices in reading and mathematics complement our Student Success Team process and increase student achievement. AIMSweb tri-annual universal screenings and progress monitoring support 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.

An inclusive model of instruction fosters collaboration between classroom teachers, Special Education teachers, parents, and support personnel. We develop the talents of each child and celebrate the diversity of our school community, which is evident in the rigor of academic programs. First grade students participated in the CECA Technology Day, and two fifth grade students were awarded the CAS Arts award. The School Development Plan provides the vehicle for assessing programs and pedagogy. Data analysis identifies specific needs in core academic areas. Teacher leadership opportunities include Data Facilitators, ACHIEVE Curriculum leaders, and school improvement councils. The IB philosophy encourages international-mindedness and inquiry through transdisciplinary units of study and the Learner Profile. This results in increased student-led action. Extended-day programs are a hallmark of the school, providing 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 include Pre-K to 5 Spanish instruction, instrumental music tutorials, Lexia Reading, and Successmaker Math. Students gained deeper insight into areas of study through author visits sharing the writing and book publication process, exposure to the culture behind dance and music, and self-expression through work with Juggle and Joy. Community connections to science and historical museums, farms, parks, community environmental organizations, local businesses, and college campuses such as Trinity and CCSU have helped students broaden their perspectives.

Charter Oak Academy Final Adequate Yearly Progress Status, 2010-11 School Year: Safe Harbor

Based on 2011 Connecticut Mastery Test (CMT)

West Hartford School District

Charter Oak Academy

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)						% At or Above Proficient												
	n	Current	2 Year	3 Year	AYP Target	n	Current	2 Year	3 Year	AYP Target	Unadjusted	Confidence	Adjusted	AYP Target	Unadjusted	Confidence	Adjusted	AYP Target	
	100.0	100.0	100.0	100.0	Yes	100.0	100.0	100.0	100.0	Yes	89.9	6.3	96.1	Yes	71.6	9.2	80.8	Safe Harbor	
Whole School	160	100.0	100.0	100.0	Yes	158	100.0	100.0	100.0	Yes	89.9	6.3	96.1	Yes	71.6	9.2	80.8	Safe Harbor	
American Indian or Alaska Native	1					1													
Asian	41	100.0	100.0	100.0	Yes	40	100.0	100.0	100.0	Yes									
Black or African American	27					26													
Hispanic/Latino	66	100.0	100.0	100.0	Yes	66	100.0	100.0	100.0	Yes	83.9	11.1	95.0	Yes	62.9	14.6	77.5	Safe Harbor	
White	25					25													
Native Hawaiian or Other Pacific Islander	0					0													
More than one race	0					0													
English Language Learners	29					27													
Students with Disabilities	17					17													
Economically Disadvantaged	76	100.0	100.0	100.0	Yes	74	100.0	100.0	100.0	Yes	82.9	10.8	93.6	Yes	55.7	14.2	69.9	Safe Harbor	
Additional Academic Indicator: Writing (70% At or Above Basic)																			Yes

Legend:
 - : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

West Hartford School District
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While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

