

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

Great Oak School
Oxford School District

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Location: 50 Great Oak Road
 Oxford,
 Connecticut

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: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 500
 5-Year Enrollment Change: 2.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	54	10.8	10.8	29.2
Students Who Are Not Fluent in English	6	1.2	1.2	3.5
Students with Disabilities	29	5.8	5.8	11.7
Students Identified as Gifted and/or Talented	40	8.0	8.0	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	306	96.2	96.2	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,020	1,017

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.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	21.6	21.6	20.6	Mathematics	52.1	52.1	34.4
				World Language	27.1	27.1	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art *	0	36
Computer Education *	0	20
English Language Arts	270	242
Family and Consumer Science	0	10
Health *	0	23
Library Media Skills	0	14
Mathematics	129	158
Music	0	32
Physical Education	40	55
Science	129	145
Social Studies	129	143
Technology Education *	0	24
World Languages *	0	83

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	1.2	3.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.3	79.3	77.7

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.8	3.8	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	13.2	13.2	21.3
# of Print Periodical Subscriptions	10	10	21

*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	32.50
Paraprofessional Instructional Assistants	3.36
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	7.00
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)	0.00
Counselors, Social Workers, and School Psychologists	2.25
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.25

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	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	17.9	17.0	14.2
% with Master's Degree or Above	86.5	86.5	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.9	10.9	10.1
% Assigned to Same School the Previous Year	97.3	97.3	87.7

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's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Programs of study and extracurricular activities are in keeping with middle schools of our size and demographics. Parents and the PTO play a significant role in expanding our activities, offerings and after-school programs. The Band, Chorus, Drama Club, Athletic Teams, Ski Club, School Newspaper Club, Enrichment Program, Student Council and School Store are only a few of the programs to which our parents give significant time and energy. Their time and effort is instrumental in our students' participation in extracurricular activities. Our parents and community strive to contribute making our students well rounded. Nearly one-third of our student body of 538 is involved in band or chorus and a thirty percent of our students are involved in athletic activities. School activities provide our students an opportunity to engage the community in a comprehensive manner. Our PTO has provided a plethora of opportunities for our students such as our School To Career Day, Oxford Clean Up, Land Trust Drive, Food Drives, and Veteran's and Memorial Day presentations. In addition, our music and drama departments have presented shows to community members that that has enriched the cultural fabric of the greater Oxford community. Finally, the PTO has purchased several Smart boards that have allowed our students to engage in 21st century learning skills. Our PTO and community members have been important stakeholders in our mission to provide a well-rounded education to our students. In addition, Great Oak Middle School is in its third year as part of a district wide program that is using a new student information software system. (Power School) Teachers will be posting assignments and grades on line for parents to access throughout the year. We will continue to send home progress reports and report cards every marking period for students who are in danger of failing. Great Oak Middle School will send home newsletters and a quarterly school newspaper that will describe our programs and activities. Great Oak Middle School sent our School Newspaper to parents via email for the first time during this past school year. Finally, Great Oak Middle School consistently updates our school's website to convey to our parents upcoming programs and events. The format of our school website was updated this year. This format has made it easier for all of our parents to access.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	13	2.6
Black	7	1.4
Hispanic	23	4.6
Pacific Islander	1	0.2
White	453	90.6
Two or more races	2	0.4
Total Minority	47	9.4

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

3.6% 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 8.

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.

Great Oak Middle School has been, and is involved in various programs stressing diversity. Our students share experiences and activities with nearby inner city schools, including class trips and visits. Speakers are brought in to supplement Social Studies classes, as well as programs and assemblies emphasizing diversity. Other topics speakers have presented include: coping with disabilities, antibullying, cyber bullying, career opportunities, and understanding differences. As a result of recommendations by the Great Oak Middle School Improvement Team, accepting and embracing all areas of diversity (racial, ethnic, and economic) became the school's theme for the 2010-2011 school year. Great Oak Middle School will continue to promote our school wide Peer Mentoring and Peer Mediation Programs to help students from different backgrounds. An example of this initiation relates to our interdistrict grant that brings together students from diverse communities and backgrounds to explore, communicate, share and analyze a variety of topics. Great Oak Middle School just completed an interdistrict partnership with an urban district. Students from Great Oak Middle School and the Meriden School District became virtual partners using videoconferencing, face-to-face meetings, and collaborative presentations. This interdistrict competitive grant was awarded to Great Oak Middle School in the spring (2010) by the State Department of Education. Great Oak Middle School received two wireless computer labs, two smart boards, and two LCD projectors. The school also received Professional Development training from experts in the area of student achievement. Finally, Great Oak Middle School has made a concerted effort to hire staff members from diverse backgrounds.

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	N/A	N/A	N/A	N/A
Grade 6	57.1	57.1	51.2	62.2
Grade 8	71.0	71.0	50.8	90.4

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % 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 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	82.0	82.0	76.0	59.8
Writing	78.3	78.3	65.2	74.6
Mathematics	72.8	72.8	71.3	52.6
Grade 7 Reading	92.9	92.9	77.8	88.5
Writing	75.0	75.0	58.9	77.4
Mathematics	80.5	80.5	68.4	71.5
Grade 8 Reading	87.7	87.1	74.7	76.8
Writing	89.2	87.9	64.8	93.3
Mathematics	82.7	81.6	66.6	75.7
Science	81.4	81.0	63.1	75.7

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 Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	98.2	98.2	95.6

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, 19 students were responsible for these incidents. These students represent 3.7% 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, 12 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	2
Theft	0	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	7	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	10	1
Total	19	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the past five years, we have focused on revising our content area curricula, so that we are aligned with the Connecticut State Frameworks and the Connecticut Mastery Test. We have also accomplished one of our School Improvement Goals by integrating technology into every one of our content area courses of study. The entire staff has agreed that improving student achievement is our most important school goal. Great Oak Middle School's efforts have been rewarded by recording our best Connecticut Mastery Test scores in the history of our school. Specifically, our Reading and Math scores have improved significantly. The entire staff will now focus on aligning our curriculum with the new state Common Core Standards. We will also as a school community prepare for the new state assessments. The past five years our School Improvement Team has met to discuss ways to improve in the areas of our school goals. (Technology/Curriculum/Student Achievement/Building Maintenance) Great Oak Middle School just completed a new roof and solar panel project this past year. This project has improved the energy efficiency of our building. We have stakeholders from every part of our school community on this committee. This committee meets several times a year to problem solve and develop strategies to improve our school. The new student information software system (Power School) that has been implemented has allowed our teachers and parents to monitor student progress electronically. We are currently in the third year of training our staff members to utilize this efficient new system. Finally, Great Oak Middle School is part of the district wide TEAM committee that has implemented the new program for our beginning teachers. We have assigned formal mentors to every beginning teacher. This program has been extremely successful in helping our teachers grow professionally.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
