

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-3 Edition

**Quaker Farms School
Oxford School District**RACHAEL L. CACACE, Principal
Telephone: (203) 888-5842Location: 30 Great Oak Road
Oxford,
ConnecticutWebsite: www.oxfordpublicschools.org/QuakerFarms/index.html

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 SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: K - K**STUDENT ENROLLMENT**Enrollment on October 1, 2009: 550
5-Year Enrollment Change: 8.9%**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	26	4.7	6.3	36.7
K-12 Students Who Are Not Fluent in English	18	3.4	3.3	7.4
Students with Disabilities	40	7.3	7.3	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.5	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	167	94.4	94.4	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	329	45.9	96.0	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	960	992

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 half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	21.6	21.6	18.5
Grade 2	21.3	21.3	19.7

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art	27	30
Computer Education	21	15
English Language Arts	505	489
Health	18	18
Library Media Skills	24	19
Mathematics	197	197
Music	24	31
Physical Education	24	36
Science	60	70
Social Studies	60	67
World Languages	0	8

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.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.3	3.1	7.2
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	57.5	63.3	80.9

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	6.9	6.5	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	17.2	16.0	28.9
# of Print Periodical Subscriptions	11	13	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	24.50
	Paraprofessional Instructional Assistants	8.88
Special Education:	Teachers and Instructors	3.50
	Paraprofessional Instructional Assistants	12.67
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		1.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		10.25

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.1	14.0	13.6
% with Master's Degree or Above	86.2	86.4	79.9
Attendance,2008-09: Average # of Days Absent Due to Illness or Personal Time	12.1	10.9	8.2
% Assigned to Same School the Previous Year	93.1	91.5	86.9

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.

Home and school communication and support are essential to providing a high quality education. Parents and community members in the town of Oxford are extremely supportive of their educational system and demonstrate that support in numerous ways. Quaker Farms School (QFS) continues to be a learning community and participate in school activities. The following initiatives continue to be put in place to facilitate this high level of support, involvement, and communication - Kindergarten Orientation welcomes and acclimates students and parents to their beginning journey at Quaker Farms School and for many their first time in the Oxford Public School; New Student Orientation welcomes and acclimates students that are new to the Town of Oxford and Quaker Farms School; Meet the Teachers Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers; The Quaker Farms School website along with schoolnotes.com is maintained to facilitate ongoing communication; PTO sponsored activities/QFS Volunteer Program; Grade level benchmarks are distributed and shared with parents; Report cards are distributed three times a year and progress reports are distributed to those students experiencing difficulties between trimesters; QFS events/highlights were publicized with the help of the staff, parent volunteers, and the media along with the creation of a newsletter.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	10	1.8
Black	7	1.3
Hispanic	11	2.0
White	521	94.7
Total Minority	29	5.3

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

6.1% 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 14.

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.

Quaker Farms School takes every opportunity to provide educational opportunities for the students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. The QFS staff values the opportunities to increase student awareness of the diversity of individuals and cultures. The staff makes conscientious efforts to incorporate diversity into their classroom activities. Within the classroom different cultures were explored and studied throughout the year. These explorations occurred during shared reading time, guided reading, social studies/science units and hands-on experiences. Some of the cultures included Mexican, Russian, Italian, Irish, Egyptian, Native American, African-American, Jewish, and Chinese. Cultures were studied by researching and discovering facts and then ultimately incorporating culture specific traditions, dances, arts and music into the classroom and special area class activities (Art, Music, Physical Education, and Library). We had authors, folktale singers and dancers visit throughout the year. The Oxford PTO (Parent Teacher Organization) provides funding for many of the activities. The Matthias Grant Foundation, in collaboration with Young Audiences of America, also provided funding for certain singers, artists, and authors this school year.

STUDENT PERFORMANCE AND BEHAVIOR

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	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	95.1	96.6	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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Students are initially assessed by the classroom teacher to determine their own instructional reading level. As assessments are completed, and a reading level established, the children are placed in small flexible “guided reading” groups with other members of their class who are at the same instructional level. As per state recommendation, the small “guided reading” groups are expected to minimize the number of children who need remediation out of the classroom, while allowing more advanced readers to be challenged. The instructional DRA levels are recorded and collected 4 times a year. The Reading Specialist and Child Study Team members periodically review the levels to ensure progress is being made and/or other intervention are in place where needed. This school year QFS had four part time Early Intervention tutors to work with the needs of students in the regular education population who have been identified as “at-risk.” These specially trained tutors met with the students four times a week in an intensive small group setting to address their specific needs using the Wilson Reading Program approach. The Reading Specialist provided early Phonemic Awareness screening for the kindergarten population and students identified as having needs in the area were recommended for this program along with the Wilson Reading Program. The first and second grades formally responded to 3 writing prompts throughout the year which were scored using a rubric. All first and second grade students took the Degrees of Reading Power (DRP) test in November and May. The results of these tests are used to help with grouping as well as with informing and differentiating instruction. First and second grade students were also assessed through reading comprehension tests that included open-ended written response questions. During the past two years we have focused on improving our mathematics program using Everyday Mathematics which incorporates hands on learning as well as differentiated instruction to meet the needs of all our students.

SUPPLEMENTAL SCHOOL INFORMATION

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

In order to improve school climate while showing a respect for others, Quaker Farms School instituted a Character Education Program. Each month the focus was placed on a different character trait (i.e. Friendship, Respect, Honesty, Perseverance, Kindness, etc). Each classroom learned about the theme through various classroom activities, morning announcements, stories, bulletin boards, etc. At the end of each month there was a Character Education Assembly where different classrooms were highlighted through a performance based on the month’s theme. Parents were invited to attend these character education assemblies
