

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Oxford Center School**Oxford School District**

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Location: 462 Oxford Road
Oxford,
Connecticut

Website: www.oxfordpublicschools.org

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: 3 - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 536
5-Year Enrollment Change: 8.5%

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	42	7.8	6.3	36.7
K-12 Students Who Are Not Fluent in English	17	3.2	3.3	7.4
Students with Disabilities	39	7.3	7.3	10.9
Students Identified as Gifted and/or Talented	16	3.0	1.5	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	340	96.0	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.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	26.4	26.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education	21	18
English Language Arts	364	422
Family and Consumer Science	0	1
Health	18	22
Library Media Skills	12	19
Mathematics	182	199
Music	24	33
Physical Education	24	41
Science	175	97
Social Studies	125	88
Technology Education	0	2
World Languages	0	14

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.0	3.1	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	69.2	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	6.2	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*	14.7	16.0	28.9
# of Print Periodical Subscriptions	14	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		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	25.00	
Paraprofessional Instructional Assistants	8.25	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	8.25	
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	6.85	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.1	14.0	13.6
% with Master's Degree or Above	86.7	86.4	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	9.7	10.9	8.2
% Assigned to Same School the Previous Year	90.0	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.

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.

Home and school communication and support are essential to providing a high quality education. Parents and community members in the town of Oxford are very supportive of their educational system and demonstrate that support in a variety of ways. The following initiatives continue to be put in place to facilitate this high level of support and involvement. • The "Center Post" is a student publication to facilitate monthly communication from school to home. • The Oxford Center School Website is maintained to facilitate ongoing communication. • Meet the Teachers Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers. • New Student Orientation welcomes and acclimates students that are new to the Town of Oxford and Oxford Center School. • Parents of incoming 3rd graders attend an orientation and tour during the spring prior to the beginning of their child's third grade school year. • A volunteer committee coordinates the many school and community events and activities held at the school. • 60+ parents are invited and recruited to help produce the annual play. • The Read/Share Program with over three hundred families participating in a read at home project. • A new student information system, Power School is being utilized by students, parents, staff, and administration to facilitate better communication and provide immediate and transparent access to student progress.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.5
Black	3	0.6
Hispanic	14	2.6
White	511	95.3
Total Minority	25	4.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

5.0% 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 11.

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.

The faculty and administration of Oxford Center School, in order to increase student understanding and appreciation of other racial, ethnic, and socioeconomic groups provided a number of educational, curricular, and extracurricular activities for its students. A summary of those activities is provided below:• Grade 3 Pow Wow integrating Native American Art, Music, History and Literature• Grade 4 Alaska Day integrating Inuit Art, Music, History, and Literature• Grade 5 Colonial Day integrating early American, Art, Music, History, Literature, and Occupations• Monthly Town Meetings featuring students' achievements and talents. • The DARE Program in Grade 5 had 181 graduates. This program fosters decision making and positive peer relationships.

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	72.5	72.5	50.3	88.8
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	67.8	67.8	57.0	67.4
Writing	63.5	63.5	58.3	60.0
Mathematics	68.9	68.9	62.4	60.7
Grade 4 Reading	74.9	74.9	59.9	74.6
Writing	80.1	80.1	63.6	79.3
Mathematics	77.8	77.8	67.0	68.3
Grade 5 Reading	67.4	67.4	61.8	58.3
Writing	78.5	78.5	68.2	67.0
Mathematics	80.1	80.1	72.4	62.5
Science	77.2	77.2	59.4	77.9
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.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 Elementary Sch.	State Elementary Sch.
% Present on October 1	98.1	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.

The Oxford Center School Community has identified four areas on which to focus; Improve Teaching and Learning, Celebrate Children and Learning, Improve Communication, and Technology Integration. Implementations regarding these four goals are determined by examining student achievement data and considering the input of students, parents, staff, and administration. Implementations that are integral to providing a high quality education to each child are as follows: • Implement a grading and report card practices that are aligned with CT State Frameworks to better differentiate instruction and inform parents about their child's academic progress. • Explore and implement new ways to integrate technology to make the teaching and learning process more efficient and effective as well as provide students with the necessary skills to become part of our global society. • Continue to develop and implement a comprehensive Science Curriculum; including Scope and Sequence, Assessments, Resource Guides, text books, supplemental materials, and staff development. • Continue to develop and implement effective strategies and approaches to improve reading comprehension. • Continue to develop and implement a comprehensive Math Curriculum; including Scope and Sequence, Assessments, Resource Guides, supplemental materials, and staff development. • Continue implementing a consistent and sequential K-5 writing program through a) exposure to a variety of genres, b) opportunities for writing in content areas, and c) direct instruction focusing on prompt writing.

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
