

**STRATEGIC SCHOOL PROFILE 2009-10**

Middle and Junior High School Edition

**Great Oak School  
Oxford School District**

STEPHANIE MILLER, Principal  
 BRIAN P. MURPHY, Principal  
 Telephone: (203) 888-5418  
 Website: [www.oxfordpublicschools.org/GreatOak/index.htm](http://www.oxfordpublicschools.org/GreatOak/index.htm)

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 505  
 5-Year Enrollment Change: 3.7%

**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	42	8.3	8.3	27.1
Students Who Are Not Fluent in English	10	2.0	2.0	3.7
Students with Disabilities	29	5.7	5.7	11.7
Students Identified as Gifted and/or Talented	36	7.1	7.1	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	310	95.7	95.7	93.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,020	1,018

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
Grade 5	N/A	N/A	N/A
Grade 7	18.4	18.4	20.8

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	35.8	35.8	37.8
World Language	25.7	25.7	48.6

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	236
Family and Consumer Science	0	9
Health *	0	25
Library Media Skills	0	10
Mathematics	129	152
Music	0	35
Physical Education	40	58
Science	129	145
Social Studies	129	142
Technology Education *	0	26
World Languages *	0	89

**World Language**

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 13.3% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

**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	1.8	1.8	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	75.9	75.9	77.9

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	6.4	6.4	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	13.0	13.0	21.3
# of Print Periodical Subscriptions	12	12	27

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	32.00
Paraprofessional Instructional Assistants	7.14
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	6.78
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)	0.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.75

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	17.4	17.0	14.1
% with Master's Degree or Above	88.9	88.9	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.9	10.9	9.0
% Assigned to Same School the Previous Year	77.8	77.8	89.8

**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 demography. 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 Team, 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 510 is involved in band or chorus and a quarter 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 has enriched the cultural fabric of the greater Oxford community. 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 second 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. Finally, Great Oak Middle School consistently updates our school's website to convey to our parents upcoming programs and events.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	11	2.2
Black	17	3.4
Hispanic	23	4.6
White	452	89.5
Total Minority	53	10.5

**Percent of Minority Professional Staff:** 2.4%

**Non-English Home Language:**

4.4% 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 7.

---

### 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 2009-2010 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. We are currently in the first year of this exciting new interdistrict program. Students from Great Oak Middle School and the Meriden School District will become 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	54.1	54.1	51.4	59.6
Grade 8	41.5	41.5	50.6	40.7

\*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	88.5	88.5	74.9	79.1
Writing	66.3	66.3	65.9	52.1
Mathematics	71.4	71.4	70.7	49.6
Grade 7 Reading	90.6	90.6	77.4	78.9
Writing	81.3	81.3	61.2	85.7
Mathematics	80.6	80.6	68.5	71.1
Grade 8 Reading	83.6	83.7	73.3	70.2
Writing	73.7	73.8	62.6	67.3
Mathematics	79.3	79.4	67.3	69.9
Science	70.4	70.5	62.8	58.4

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	96.8	96.8	96.8

**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 2008-09 school year, 28 students were responsible for these incidents. These students represent 5.6% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	4	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	12	0
Property Damage	1	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	10	0
Total	34	0

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

During the past four 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. The past four 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) 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. A new student information software system (Power School) has been added that will allow teachers to monitor student progress electronically. We are currently in the second year of training our staff members to utilize this efficient new system. 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.

---

**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

---