

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Oakdale School**Montville School District**

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Location: 30 Indiana Circle
Oakdale,
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: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 371
5-Year Enrollment Change: -21.1%

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	93	25.1	36.1	41.3
K-12 Students Who Are Not Fluent in English	5	1.5	5.5	8.1
Students with Disabilities	51	13.7	11.8	11.2
Students Identified as Gifted and/or Talented	11	3.0	2.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	36	78.3	68.4	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	272	95.8	96.0	95.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	986	999

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	15.3	15.5	18.9
Grade 2	19.0	16.5	19.8
Grade 5	17.7	20.9	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education	22	19
English Language Arts	497	429
Family and Consumer Science	0	0
Health	9	20
Library Media Skills	27	20
Mathematics	194	201
Music	27	35
Physical Education	27	43
Science	78	99
Social Studies	78	90
Technology Education	0	3
World Languages	0	15

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	1.2	5.1	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	96.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.3	80.0	79.2

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	2.3	2.3	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	64.4	59.1	29.7
# of Print Periodical Subscriptions	37	27	10

*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	20.30	
	Paraprofessional Instructional Assistants	6.57	
Special Education:	Teachers and Instructors	5.50	
	Paraprofessional Instructional Assistants	10.60	
Library/Media Specialists and/or Assistants		1.66	
Administrators, Coordinators, and Department Chairs		1.40	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.30	
Counselors, Social Workers, and School Psychologists		1.20	
School Nurses		1.80	
Other Staff Providing Non-Instructional Services and Support		15.02	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.0	15.0	13.7
% with Master's Degree or Above	81.5	85.2	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.1	8.7	9.1
% Assigned to Same School the Previous Year	92.6	92.9	84.3

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.

The staff at Oakdale Elementary School works continuously to provide information to student families on an on-going basis. There is an understanding that we are committed to inform and include our parents and guardians as partners in the education of children. Each Wednesday the principal communicates with student families via a newsletter that informs them of upcoming events, discusses issues in the school community, and provides resources and ideas to use with children. In addition, the Digital Backpack is posted on the school website and updated weekly. Each month Tiger Tales, the school's newsletter, can be accessed on the website. Updated information can also be found on the local cable access network. On the Montville Public School's district website, Oakdale School is listed and provides information on programs, classroom activities, student handbook, school calendar, cafeteria menu, and additional information. We continue to host Open House, Parent Conferences, and have a Parent Teacher Organization that meets throughout the year and provides support for the educational program through materials and special events. There are a number of welcomed parent volunteers who offer support to staff and students.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.3
Asian American	20	5.4
Black	10	2.7
Hispanic	28	7.5
Pacific Islander	0	0.0
White	272	73.3
Two or more races	36	9.7
Total Minority	99	26.7

Percent of Minority Professional Staff: 5.9%

Non-English Home Language :

3.9% 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.

At Oakdale Elementary School, we continue to nurture and benefit from our partnership activities with our sister school, Nanshangshan Primary School, in Jinan, China. Oakdale Elementary School is involved in programs and initiatives throughout the year to reduce racial, ethnic, and economic isolation and to celebrate the diversity in our school and community. One third grade classroom partnered with students from neighboring urban and suburban schools as part of KidzArt and presented an East Indian dance and poetry exchange. These students worked together on a variety of topics and cultures. In addition, the school celebrated Chinese New Year. Students are introduced to different cultures and customs through a variety of literature during the school year. Interestingly, students are exposed to not only the culture and customs, but of the challenges and hardships that individuals can encounter in this life. Throughout the year, our staff and students participated in several activities to help those in need. An annual food drive was very successful, Dress Down for Charity raised money that was donated for specific charitable causes, and students participated in events that raised money for specific health related causes. The annual Giving Tree Project affords student families an opportunity to help those in need within our school community.

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	45.8	29.5	52.0	37.8
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	71.0	61.4	56.9	72.2
Writing	80.6	71.2	60.0	87.3
Mathematics	80.6	73.9	61.4	79.1
Grade 4 Reading	81.4	64.4	62.6	83.0
Writing	71.7	68.0	63.0	63.0
Mathematics	76.3	66.7	65.1	66.3
Grade 5 Reading	64.2	58.9	66.9	45.7
Writing	70.9	53.8	65.6	59.0
Mathematics	62.3	60.7	69.2	39.4
Science	65.5	57.1	62.3	55.0
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	97.3	96.5	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. In the 2011-12 school year, 5 students were responsible for these incidents. These students represent 1.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 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, 2011-12		
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	4	1

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Teachers and staff at Oakdale Elementary School focus on the academic growth of each student. The School Wide Data Team continued its charge for the development and oversight of the School Improvement Plan. Professional Learning Community groups worked to review data, develop goals, and use specific strategies to engage students in learning and meet the established goals by grouping students according to needs. Monitoring student growth throughout the school year was critical. Core instructional practices and formative assessment are used to review student progress. Response to Intervention and SRBI practices have helped to better meet the needs of students. Providing core instructional practices and frequent monitoring and assessment helps to focus instruction on student skills and needs. The school has completed year four of PBIS and the Team continues to refine its system including the Check In Check Out for children in need of support. Professional growth goals and professional development opportunities are linked to the school wide goals. Teachers continue to review and research materials, articles, and teaching tools that focused on knowledge and understanding of the needs of all students. Parents are important in the education of children, and we experience a high rate of support from volunteers and the PTO. Oakdale School received a State Personnel Development Grant (SPDG), and we completed the second year working with two technical assistants with an eye on working in the areas of SRBI, PBIS, literacy, and data teams. The team has developed an action plan that is now the School Improvement Plan.

SUPPLEMENTAL SCHOOL INFORMATION

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

Oakdale Elementary School is one of three elementary schools in the town of Montville. There are 392 students who attend the Pre K – Grade 5 classes. Oakdale School also hosts the Montville Integrated Preschool for our district. We continue to have half day kindergarten classes with the hopes that full day will start in the fall of 2013. Our primary goal of education is the whole child as seen through our curriculum and activities at Oakdale School. Students attend field trips to the farm, apple orchard, Garde Arts Theater, and Project Oceanography. Educational programs are also brought into the school, including Mystic Aquarium and Demos R Us. Each school day begins with morning announcements jointly announced by the principal/secretary and a student. The Oakdale Oath is read and the Jammin Minute is played for students in the classroom. The Imagine It program is the core reading program for grades Pre K – 5 and My Math was used in grades K - 2 and Math Connects in grades 3 – 5. There are four school rules: Be responsible, Be Respectful, Be Safe, and Build Community that guide student behavior. SWIS tracks discipline referrals and identifies individuals in need of behavior plans or school skills training. The staff and students welcome community into the school with volunteers, hosting the Veterans Day Celebration and the annual Giving Tree. The children and their families also donated nonperishable food items, gently used coats, hats and mittens, as well as Toys for Tots sponsored by the Salvation Army. Cards were made and sent to military personnel serving overseas. Students were offered a variety of after school activities such as fifth grade boys and girls basketball, literacy and math club, enrichment activities, and computer groups. Each grade level takes a turn hosting a Town Meeting that is attended by the entire school. The Student Leadership Council supports the mission of Oakdale School and works to involve the students in activities that have a positive impact on the school and the community.
