

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



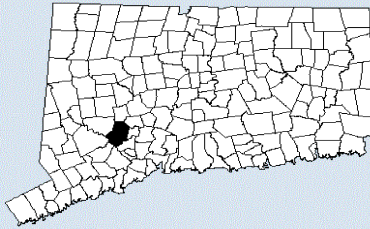
Oxford School District

Ms. Ana Ortiz, Superintendent • 203-888-7754 • <http://www.oxfordpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,974
Per Pupil Expenditures ¹	\$14,372
Total Expenditures ¹	\$29,075,199

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	982	49.7	48.3
Male	992	50.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	39	2.0	4.9
Black or African American	22	1.1	12.8
Hispanic or Latino	119	6.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	42	2.1	2.7
White	1,746	88.4	55.9
English Learners	47	2.4	6.4
Eligible for Free or Reduced-Price Meals	191	9.7	38.0
Students with Disabilities ¹	250	12.7	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	76 7.8	* *
Male	58 5.9	* *
Black or African American	* *	* *
Hispanic or Latino	9 6.2	* *
White	116 6.8	32 1.8
English Learners	0 0.0	0 0.0
Eligible for Free or Reduced-Price Meals	32 17.7	7 3.5
Students with Disabilities	29 11.5	7 2.4
District	134 6.8	36 1.8
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 19

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	113.6
Paraprofessional Instructional Assistants	16.6
Special Education	
Teachers and Instructors	19.6
Paraprofessional Instructional Assistants	31.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	8.1
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	10.6
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	79.1

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.6	3.5
Hispanic or Latino	3	1.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	160	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	61	40.9	67	54.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	7	31.8
District	72	42.1	77	53.8
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	12	40.0
Emotional Disturbance	6	*
Intellectual Disability	0	0
Learning Disability	48	67.6
Other Health Impairment	47	74.6
Other Disabilities	0	0
Speech/Language Impairment	31	70.5
District	144	61.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	1.6	1.6
Emotional Disturbance	17	0.8	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	71	3.5	4.6
Other Health Impairment	64	3.2	2.8
Other Disabilities	8	0.4	1.0
Speech/Language Impairment	46	2.3	1.9
All Disabilities	245	12.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,119,283	8,699	9,387
Instructional Supplies and Equipment	523,953	266	318
Improvement of Instruction and Educational Media Services	187,697	95	541
Student Support Services	1,966,225	999	1,048
Administration and Support Services	3,525,070	1,791	1,790
Plant Operation and Maintenance	2,034,136	1,034	1,608
Transportation	1,764,751	832	845
Costs of Students Tuitioned Out	1,411,774	N/A	N/A
Other	542,310	276	194
Total	29,075,199	14,372	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,343,462	1,191	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,586,900	35.7	35.1
Noncertified Personnel	1,202,230	16.6	14.5
Purchased Services	183,434	2.5	5.5
Tuition to Other Schools	1,411,774	19.5	21.6
Special Ed. Transportation	736,060	10.2	8.3
Other Expenditures	1,119,779	15.5	15.0
Total Expenditures	7,240,177	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.4	79.9
State	17.1	18.4
Federal	1.6	1.7
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	23	84.0	23	79.1	6	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	66	64.7	65	57.4	33	59.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	23	68.4	23	65.5	10	*
White	981	72.5	980	65.9	418	65.1
English Learners	25	59.5	25	57.4	*	*
Non-English Learners	1085	72.3	1083	65.6	*	*
Eligible for Free or Reduced-Price Meals	92	63.1	91	56.5	51	59.5
Not Eligible for Free or Reduced-Price Meals	1018	72.8	1017	66.2	423	65.5
Students with Disabilities	160	53.5	159	47.5	74	51.9
Students without Disabilities	950	75.1	949	68.4	400	67.2
High Needs	241	58.6	239	52.7	117	55.9
Non-High Needs	869	75.7	869	68.9	357	67.8
District	1110	72.0	1108	65.4	474	64.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	70.4	50.9	55.7	76.4	601	62.4
Curl Up	69.7	86.8	88.6	73.2	601	80.2
Push Up	57.9	86.8	77.2	41.5	601	67.6
Mile Run/PACER	90.1	78.6	51.5	67.5	601	71.7
All Tests - District	44.7	42.8	27.5	40.7	601	38.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	125	92.8	94.0	No	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	70	47.3
Male	97.6	84	50.6
Black or African American	*	*	*
Hispanic or Latino	95.2	8	38.1
White	97.8	134	49.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	9	37.5
Students with Disabilities	*	*	*
District	97.8	154	49.0
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.5	90.7
Male	78.0	92.2
Black or African American	*	*
Hispanic or Latino	*	*
White	83.5	92.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.3	91.4
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.0	75	48.0	50	96.0	67.7
	High Needs Students	58.6	75	39.1	50	78.1	56.7
Math Performance Index	All Students	65.4	75	43.6	50	87.2	61.4
	High Needs Students	52.7	75	35.1	50	70.3	49.9
Science Performance Index	All Students	64.8	75	43.2	50	86.4	57.5
	High Needs Students	55.9	75	37.3	50	74.6	47.0
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	63.8%
	High Needs Students	50.6%	100%	50.6	100	50.6	58.3%
Math Academic Growth	All Students	70.7%	100%	70.7	100	70.7	65.0%
	High Needs Students	60.6%	100%	60.6	100	60.6	57.4%
Chronic Absenteeism	All Students	6.8%	<=5%	46.4	50	92.7	9.6%
	High Needs Students	12.6%	<=5%	34.9	50	69.8	15.6%
Preparation for CCR	% Taking Courses	47.5%	75%	31.6	50	63.3	67.6%
	% Passing Exams	49.0%	75%	32.7	50	65.4	40.7%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		92.8%	94%	98.7	100	98.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.7%	94%	97.5	100	97.5	78.6%
Postsecondary Entrance (Class of 2015)		83.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 38.6%	75%	25.7	50	51.5	89.2% 50.5%
Arts Access		65.8%	60%	50.0	50	100.0	47.5%
Accountability Index				1053.0	1350	78.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	58.6	16.4	16.5	
Math Performance Index Gap	68.9	52.7	16.2	18.9	
Science Performance Index Gap	67.8	55.9	11.8	17.2	
Graduation Rate Gap	94.0%	91.7%	2.3%	15.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	96.1
Math	All Students	98.2
	High Needs Students	95.4
Science	All Students	99.4
	High Needs Students	97.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 53.8

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Implement Year 1 of new mathematics program – K-5 Investigations. Review of the SRBI Process and creation of the SRBI Manual. Evaluate Core, TIER II, and TIER III instruction and interventions. Continue to align Curriculum, instruction, materials and assessment with Connecticut Core Standards in English Language Arts, Math and higher Science and Social Studies. Review of math intervention programs. Continue Working on Units of Study in Language Arts and Mathematics. Review of curricular assessments. Implement Year 1 of Universal Screening - NWEA/MAP. Began process to develop a PBIS Program. Increase use of Technology.

The following initiatives are put in place to facilitate a high level of parental support, involvement, and communication; Kindergarten Orientation welcomes students and parents to their beginning journey at Quaker Farms School; New Student Orientation to welcome and acclimate students who are new to the town of Oxford, Quaker Farms School and Oxford Center School; Meet the Teacher Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers; Use school websites as well as the district website facilitates ongoing communication; Report cards are distributed three times a year and progress reports. Teachers have created parent email distribution lists to communicate with parents about classroom activities and school initiatives. Parents are invited to all school related activities; parent surveys distributed twice a year.

The “Center Post” is a student publication that facilitates monthly communication from school to home. Orientation and tour during the spring. Volunteer committees and community events held at the school. The One School-One Book event promoted four hundred families participating in a read at home project.

Programs of study and extracurricular activities are similar to middle schools of our size and demographics. Offers include Band, Chorus, Drama Club, Sport Teams, Ski Club, School Newspaper, Unified Sports, Enrichment programs as well as Student Council. Parents are members of the School Improvement Team; E-mail “blasts” have been utilized to give parents current and timely information. The school newspaper is sent home electronically and through hard copy. The Parent-Teacher Organization (PTO) provides numerous opportunities for our two elementary and middle schools. We have a BYOD policy and teachers are embracing google classroom. We have expanded the co-teaching model in more classes to ensure equitable access to higher learning for all students. PSAT testing for all, Leadership Team, School Improvement Team; faculty meetings, SRBI/EIP team, Student Assistance Team, Faculty Forum.

Periodic mailings and quarterly report cards. School Improvement Team was 5 parent. The OHS Booster Club sponsors school-wide activities. The high school presents informational events including: College Fair, Meet the Teachers, Senior Awards, Underclassmen Awards, PSAT Review, Parent-Teacher Conferences, New Student Orientation, Student Athlete/Parent meetings, freshman orientation, NCAA Workshops, Junior and Senior Informational evenings, etc. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Quaker Farms School community initiates and implements a variety of school-wide efforts that highlight cultural differences. Monthly character education assemblies take place to promote positive school climate while showing respect for others. Each month the focus is placed on a different character trait (i.e Friendship, Respect, Honesty, Kindness, etc).

A second grade classroom participated in Project Lucid (ACES Inter-district Grant) where students and teachers from diverse schools throughout Connecticut have the opportunity to videoconference and participate in collaborative tasks that foster interpersonal relationships and extend their curriculum.

Grade 3 Pow Wow integrating Native American Art, Music, History and Literature. Grade 4 Alaska Day integrating Inuit Art, Music, History, and Literature. Black History Month, Dr. Martin Luther King Jr., Explorers, Veterans Day, Flag Day, and Earth Day. Social Studies and English Language Arts Units of Study integrate topics that address topics of race, ethnicity, religion, and economic isolation.

The middle school has programs stressing diversity. We incorporate peer mentoring and peer mediation programs that address areas of conflict and create an environment of understanding. We invite a Connecticut State Trooper who is in the division of cyber bullying speak to each grade level. The officer informs students of the severity and consequences of the possible impact of poor decisions in regard to social media. Great Oak has made a concerted effort to hire staff from diverse backgrounds.

Diversity Club-students participate in discussions/activities to become aware of problems this country has faced in regard to race, ethnicity and poverty. The high school conducts The Perspective on Race class with visits to Bridgeport’s Bassick High School; students participate in a workshop on real world economics and they conduct a unit on tolerance during the 1920’s and Civil Rights Movement; English classes do a humanities unit around genocide, including genocide around the world, the Holocaust. The applied science program participates in Ed Connection’s Connecticut Academy for Science and Research funded by an inter-district grant with Hartford, Bridgeport, Norwalk, Danbury, Easton/Redding and Thomaston. .

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Equitable Allocation of Resources among District Schools

All four schools participate in the district wide budget process. Staff members are part of creating the school based budget by providing input to school administration. Administration submit/presents their budget to the Superintendent and Business Manager. Budgetary items, staffing discussed with the administrative team and with the Board Finance Committee. Constructed the 15-16 Oxford Center School Improvement Plan. Completed/submitted the 15-16 consolidated grant to secure funding for K-5 early intervention programs including staff, materials, and PD. The high school went through the accreditation process; interscholastic athletics available to all students; rigorous academic program has three tiers: college prep, honors, and advanced placement. 150 AP exams were taken in the spring. The Unified Sports team has been successful and served as a model for other schools in CT. Fine Arts presents concerts and dramatic productions. Run a Saturday Academy, after-school study, and a free tutorial program available to all students. Our transition program assists students entering the work force and post-secondary education. We are in our second year of the alternative education program.