

STRATEGIC SCHOOL PROFILE 2010-11**Oxford School District**

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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 9,821

1990-2000 Population Growth: 13.1%

Number of Public Schools: 4

Per Capita Income in 2000: \$28,250

Percent of Adults without a High School Diploma in 2000*: 9.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.3%

District Enrollment as % of Estimated. Student Population: 95.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 2,197
5-Year Enrollment Change 47.8%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	178	8.1	7.6	34.1
K-12 Students Who Are Not Fluent in English	31	1.4	0.7	5.6
Students Identified as Gifted and/or Talented*	109	5.0	4.6	4.0
PK-12 Students Receiving Special Education Services in District	143	6.5	10.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	148	94.3	85.4	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	10	3.6	12.6	13.2

*24.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.4
Asian American	47	2.1
Black	39	1.8
Hispanic	86	3.9
Pacific Islander	1	0.0
White	2,011	91.5
Two or more races	5	0.2
Total Minority	186	8.5

Percent of Minority Professional Staff: 1.8%

Non-English Home Language:

4.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

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 Oxford Public School System celebrates diversity. One of the Board of Education's goals is to create a climate of appreciation, acceptance, respect, care and compassion for all students, parents and staff members. Therefore, we strive to provide an array of opportunities for teachers and students to increase their awareness of and appreciation for diversity. Oxford High School Diversity Club students have discussions and activities to become aware of problems this country has faced in regard to race, ethnicity and poverty. English classes do a humanities unit around genocide, including genocide around the world, as well the Holocaust. Students participated in a workshop on real world economics. Perspectives On Race class had visits to Bridgeport's Bassick High School and participated in the March Against Violence. Oxford school staff is very active in creating cultural awareness activities for our students, both inside and outside of school hours. Students from Great Oak Middle School and the Meriden School District have become virtual partners using videoconferencing, face-to-face meetings, and collaborative presentations. This inter-district 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 from the grant. The school also received Professional Development training from experts in the area of student achievement. Oxford Center School devotes days to learn more about Native Americans and Alaskans. Quaker Farms School incorporates many different religious and cultural backgrounds in to their seasonal festivities. The Oxford Public School District continues to promote a respectful environment that not only accepts all human beings, but embraces our differences.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	72.8	58.4	71.9	
Writing	79.3	61.1	81.4	
Mathematics	74.6	63.0	67.7	
Grade 4 Reading	67.6	62.5	47.9	
Writing	77.0	65.5	57.3	
Mathematics	81.8	67.0	72.0	
Grade 5 Reading	73.0	61.4	57.7	
Writing	85.6	66.8	85.3	
Mathematics	85.6	72.5	68.7	
Science	83.9	59.9	86.5	
Grade 6 Reading	82.0	76.0	46.4	
Writing	78.3	65.2	64.9	
Mathematics	72.8	71.3	39.3	
Grade 7 Reading	92.9	77.8	85.4	
Writing	75.0	58.9	69.6	
Mathematics	80.5	68.4	60.9	
Grade 8 Reading	87.1	74.7	65.6	
Writing	87.9	64.8	89.2	
Mathematics	81.6	66.6	65.6	
Science	81.0	63.1	68.2	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	50.7	44.7	48.5	
Writing Across the Disciplines	69.7	61.2	49.6	
Mathematics	55.7	49.5	48.9	
Science	60.7	47.0	63.9	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	64.8	51.0	79.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.1	70.6	
Average Score	Mathematics	504	510	38.2
	Critical Reading	502	505	43.5
	Writing	514	510	50.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.9	81.8	79.4
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.5	84.8
% Employed (Civilian Employment and in Armed Services)	3.5	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	123.80
Paraprofessional Instructional Assistants	19.86
Special Education	
Teachers and Instructors	17.80
Paraprofessional Instructional Assistants	43.20
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	6.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.50
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	59.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.7	13.9
% with Master's Degree or Above	81.6	81.3	79.0

Average Class Size	District	DRG	State
Grade K	19.8	17.6	18.4
Grade 2	24.9	19.1	19.9
Grade 5	24.6	20.7	21.2
Grade 7	21.6	19.6	20.6
High School	19.0	19.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	943	988	992
Middle School	1,020	1,026	1,017
High School	932	1,012	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.4	3.0	3.1
Middle School	3.8	2.3	2.4
High School	2.6	2.4	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,027	\$6,970	\$8,245	\$7,683	\$8,237
Instructional Supplies and Equipment	\$598	\$277	\$312	\$267	\$300
Improvement of Instruction and Educational Media Services	\$14	\$7	\$273	\$388	\$463
Student Support Services	\$1,900	\$881	\$852	\$893	\$872
Administration and Support Services	\$3,193	\$1,481	\$1,718	\$1,410	\$1,459
Plant Operation and Maintenance	\$2,486	\$1,153	\$1,231	\$1,346	\$1,410
Transportation	\$1,348	\$606	\$644	\$664	\$692
Costs for Students Tuitioned Out*	\$478	N/A	N/A	N/A	N/A
Other	\$456	\$211	\$86	\$171	\$159
Total*	\$25,501	\$11,714	\$14,049	\$13,335	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,183	\$1,013	\$1,449	\$1,101	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$26,150 Tuition Costs, \$1,127.

Total town expenditures per pupil for PK-12 are \$11,806.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,872,364	22.5	21.2	21.5

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.1	22.3	4.6	0.0
Excluding School Construction	77.7	17.3	5.0	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Each building administrator and the special education director submit a budget to the superintendent, outlining their anticipated expenditures for the upcoming year. These budgets are based on identified school goals and/or needs. The Oxford Public Schools' annual budget is thoughtfully prepared using the budget submissions provided by the school administrators. The superintendent, finance director and school board's Finance, Insurance and Personnel sub-committee work to ensure equity of resources throughout the district. When a final budget is presented to the entire Board of Education it is then adjusted, voted on and sent to Town Officials for submission in the Town of Oxford's Annual Budget. At some point during this process, it may be necessary to reduce our overall budget request because it was not approved in a town referendum. Careful consideration is given to the equity of resources when we are adjusting the final budget.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	138
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	6.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	20	0.9	1.1	1.1
Learning Disability	54	2.4	3.8	3.9
Intellectual Disability	8	0.4	0.4	0.4
Emotional Disturbance	3	0.1	0.7	1.0
Speech Impairment	21	0.9	1.9	2.2
Other Health Impairment*	20	0.9	1.9	2.1
Other Disabilities**	12	0.5	0.7	0.9
Total	138	6.2	10.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	88.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	29.5	33.0	78.9	68.6
	Writing	19.3	19.3	80.3	63.7
	Mathematics	39.1	33.4	79.4	68.2
	Science	41.7	21.2	82.6	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	50.7	44.7
	Writing Across the Disciplines	N/A	N/A	69.7	61.2
	Mathematics	N/A	N/A	55.7	49.5
	Science	N/A	N/A	60.7	47.0

For more detailed CMT or CAPT 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.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	12.3
	% With Accommodations	87.7
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		9.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	11	8.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	110	79.7	77.4	74.1
40.1 to 79.0 Percent of Time	16	11.6	15.5	14.9
0.0 to 40.0 Percent of Time	12	8.7	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Each year, the building principals lead their School Improvement Teams to create building based goals relative to the district's goals. The teams produce detailed improvement plans based on needs identified through student data and other various assessments. The following areas identified for continuous improvement are; improving teaching and learning for all students, increasing technology integration in core subject areas, maintaining safe and secure school cultures, and improving communication. These goals are followed by detailed action steps. The School Improvement Plans are placed on the schools' websites for easy public access. The principals' budget submissions are tied to their School Improvement Team goals and professional development opportunities are used to promote their advancement. This process assures that all activities and expenditures are directly linked to improvement efforts contained within the School Improvement Plans.
