

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



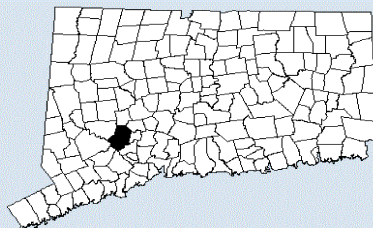
Oxford School District

Dr. Jason Mckinnon, Superintendent • 203-888-7754 • <http://www.oxfordpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,722
Per Pupil Expenditures ¹	\$17,381
Total Expenditures ¹	\$32,311,102

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	857	49.8	48.4
Male	865	50.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	40	2.3	5.2
Black or African American	25	1.5	12.7
Hispanic or Latino of any race	153	8.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	1.5	3.8
White	1,474	85.6	51.1
English Learners	49	2.8	8.3
Eligible for Free or Reduced-Price Meals	232	13.5	43.3
Students with Disabilities ³	200	11.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	90	10.5	*	*
Male	91	10.8	*	*
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	22	14.5	*	*
White	148	10.2	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	67	27.2	8	3.1
Students with Disabilities	18	9.1	10	4.3
District	181	10.7	22	1.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 23

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	116.8
Paraprofessional Instructional Assistants	15.4
Special Education	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	32.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	8.7
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	12.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	86.6

¹ 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.

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	1.2
Black or African American	1	0.6	4.0
Hispanic or Latino of any race	4	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.1
White	162	96.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	13	*
White	99	82.5	107	92.2
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	14	70.0	18	*
Students with Disabilities	8	*	9	*
District	109	82.0	126	92.6
State		75.8		84.8

² College-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 Peers³

	Count	Rate (%)
Autism	12	46.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	60	74.1
Other Health Impairment	31	91.2
Other Disabilities	*	*
Speech/Language Impairment	22	91.7
District	132	70.2
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.5	2.0
Emotional Disturbance	11	0.6	1.1
Intellectual Disability	9	0.5	0.5
Learning Disability	81	4.6	5.7
Other Health Impairment	34	1.9	3.3
Other Disabilities	10	0.6	1.1
Speech/Language Impairment	24	1.4	1.8
All Disabilities	195	11.0	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	5.6	8.2
Private Schools or Other Settings	10	5.1	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$19,389,952	\$10,430	\$10,923
Support services - students	\$2,474,754	\$1,383	\$1,277
Support services - instruction	\$802,844	\$449	\$682
Support services - general administration	\$1,003,175	\$561	\$467
Support services - school based administration	\$1,898,952	\$1,061	\$1,021
Central and other support services	\$1,508,606	\$843	\$679
Operation and maintenance of plant	\$2,239,780	\$1,252	\$1,718
Student transportation services	\$1,758,273	\$937	\$1,288
Food services	\$27,292	\$15	\$12
Enterprise operations	\$560,348	\$313	\$163
Minor school construction	\$647,125	\$362	\$59
Total	\$32,311,102	\$17,381	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,376,801	28.9	28.5
Instructional Aide Salaries	\$860,775	10.5	10.1
Other Salaries	\$808,371	9.8	11.1
Employee Benefits	\$1,107,049	13.5	13.0
Purchased Services Other Than Transportation	\$542,462	6.6	5.7
Special Education Tuition	\$1,774,252	21.6	22.5
Supplies	\$11,263	0.1	0.6
Property Services	\$43,202	0.5	0.3
Purchased Services For Transportation	\$652,961	7.9	8.0
Equipment	\$48,958	0.6	0.2
All Other Expenditures	\$1,050	0.0	0.1
Total	\$8,227,144	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	83.4
State	14.5
Federal	2.0
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	22	95.5
Students with Disabilities	28	85.7
District	162	96.9
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	88.3	90.5
Male	69.5	86.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	79.2	89.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	50.0	*
District	78.6	88.8
State	71.5	87.5

³ College 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.

⁴ College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	91.3%	100%	60.4%
	Oral	81.8%	100%	57.6%
Chronic Absenteeism	All Students	10.7%	<=5%	12.2%
	High Needs Students	18.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.4%	75%	80.4%
On-track to High School Graduation		98.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		78.6%	75%	71.5%
Arts Access		62.3%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.7%	8.3%	10.9%	N

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Year 4-Wilson Foundations Program K-2, year 3 for Pre-K-Year 5 of updated mathematics program aligned with CCS -Investigations.Year 3 of Writer's Workshop and FOSS Science.Review SRBI Process and execution of the SRBI manual, TIER II TIER III instructional and interventions Math intervention program along with TIER II math intervention services.Implement Year 2 of Universal Screener-STAR.Implement PBIS Program and research check in-check out system, Introduction to the social-emotional program, RULER, which includes staff training.Implement Year 2 of Look for the Good-2 week gratitude campaign

Monthly review of student attendance; letters, phone calls, and meetings to discuss truancy on an as needed basis.

Kindergarten and Pre-School Orientation welcomes students and parents to Quaker Farms School; New Student Orientation to welcome students who are new to the town of Oxford and Quaker Farms School; Meet the Teacher Night and Parent Teacher Conferences facilitates in-depth communication between parents and teachers; The website as well as the district website which facilitates ongoing communication. Report cards are distributed three times a year, progress reports to students experiencing difficulties between trimesters; Parent surveys distributed twice a year.

Oxford Center continues to utilize "Hawk Talk" as a school-wide publication that facilitates communication from school to home. 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.

Great Oak offers Band, Chorus, Drama Club, Walking Club, Sport Teams, Ski Club, School Newspaper, Unified Sports, Enrichment and Student Council. Parents are members of the School Improvement Team and the Tools for Schools 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 that includes the calendar of monthly events. The PTO provides opportunities for our two elementary and middle schools.

OHS has a BYOD policy. All of our teachers have google classrooms and are embracing all of the applications Google has to offer. As of March 13, schools went one to one with Chromebooks. We went to full remote model as many schools did. Our teachers were LIVE teaching with students three times a week. Continued to assure academic growth and success by using data (STAR testing, PSAT testing for freshmen, sophomores and juniors (fall 2019), Attendance and Academic grades) during weekly meetings (Leadership Team, Faculty meetings, SRBI/EIP Teams, and our Student Assistance Team). OHS has adopted RULER as the SEL curriculum. An e-learning "go to" website was designed for teachers to gain ideas, support and resources; for parents to access schedules, troubleshooting, etc. We put a strict policy in place to battle chronic absenteeism.

All schools implemented a distance-learning model for all students, due to the pandemic, that utilized a blend of synchronous and asynchronous teaching and learning activities.

The district continues to improve special education service students for students with disability by providing training and PD to help student access the common core curricula.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Quaker Farms implements a variety of school-wide efforts that highlight cultural differences. Activities are integrated into the classroom setting as students celebrate ethnic diversity through curriculum study, guest speakers, interdisciplinary connections, and field trips. 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). Quaker Farms School also participated in a 2 week gratitude campaign called, Look for the Good.

Oxford Center meetings featuring student work, achievements and talents. Many of these events contain a cultural theme such as Black History Month, Dr. Martin Luther King Jr., Explorers, Veterans Day, etc. Social Studies and EnglishUnits of Study integrate topics that address race, ethnicity, religion, and economic isolation to expose students to the issues that have existed throughout history and what continues to be done to reduce or eliminate them in the 21st century. PD on the topics of Cultural Competency and Social and Emotional Learning was provided to all teachers.

Great Oak is involved in various programs stressing diversity. Incorporate peer mentoring and peer mediation programs that address areas of conflict and create an environment of understanding. Great Oak invites CT State Trooper who is in the division of cyber bullying to speak to each grade level. The officer informs students of the severity and consequences of the possible impact of poor decisions in regards to social media. We invited a CREC consultant to speak to our students about cultural diversity, our similarities, and our differences. The staff also participated in cultural awareness training through SERC.

Oxford High Diversity Club-students participate in discussions/activities to become aware of problems this country has faced in regards to race, ethnicity and poverty. The high school conducts The Perspective on Race class; students participate in a workshop on real world economics and they conduct a unit on tolerance during the 1920's and Civil Rights Movement.

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Equitable Allocation of Resources among District Schools

All schools participate in the district wide budget process every year. Staff members help create the school based budget by providing input to school administration. Administration presents their budget to the Superintendent and the Asst. Superintendent for Business, HR & Operations. Budgetary items, staffing discussed with the admin team and with the Board Finance Committee. Completed/submitted the consolidated grant to secure funding for K-5 early intervention programs including staff, materials, and professional development. Interscholastic athletics available to all students; rigorous academic program has three tiers: college prep, honors, and advanced placement. Over 70 percent of our student body is involved in one or more interscholastic sport or club. The Unified Sports team succeeds annually and serves as a model for other schools in Connecticut. Fine Arts presents concerts and dramatic productions. The operating budget is designed to provide the resources needed to ensure the highest quality education for all students. Our transition program assists students entering the work force and post-secondary education. The alternative education program is in their 6th year.