

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



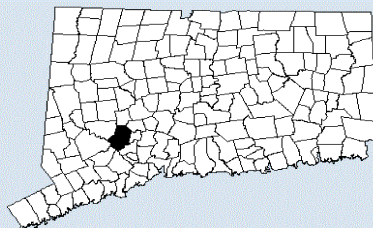
Oxford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,799
Per Pupil Expenditures ¹	\$16,125
Total Expenditures ¹	\$30,798,211

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	902	50.1	48.4
Male	897	49.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	1.9	5.2
Black or African American	23	1.3	12.8
Hispanic or Latino of any race	139	7.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	29	1.6	3.6
White	1,569	87.2	52.4
English Learners	35	1.9	7.6
Eligible for Free or Reduced-Price Meals	246	13.7	42.1
Students with Disabilities ³	206	11.5	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	39	4.4	19	2.1
Male	40	4.6	52	5.7
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	6	4.3	6	4.2
White	69	4.5	62	3.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	30	11.8	16	5.7
Students with Disabilities	15	7.8	11	4.6
District	79	4.5	71	3.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 20

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Oxford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	117.6
Paraprofessional Instructional Assistants	14.4
Special Education	
Teachers and Instructors	15.8
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
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	10.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	84.1

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	1.1
Black or African American	1	0.6	3.8
Hispanic or Latino of any race	5	3.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	161	95.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.0

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	*	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	89	75.4	140	95.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	70.0	18	*
Students with Disabilities	7	*	15	71.4
District	102	75.0	154	95.1
State		74.5		85.2

²College-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	13	44.8
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	57	76.0
Other Health Impairment	28	77.8
Other Disabilities	0	0
Speech/Language Impairment	28	96.6
District	133	68.6
State		67.6

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

District Profile and Performance Report for School Year 2018-19

Oxford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	1.7	1.9
Emotional Disturbance	12	0.7	1.1
Intellectual Disability	9	0.5	0.5
Learning Disability	75	4.1	5.5
Other Health Impairment	36	2.0	3.2
Other Disabilities	8	0.4	1.1
Speech/Language Impairment	32	1.7	1.8
All Disabilities	203	11.1	15.0

¹This 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	5.4	8.2
Private Schools or Other Settings	12	5.9	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,870,677	\$9,880	\$10,545
Support services - students	\$2,234,321	\$1,212	\$1,373
Support services - instruction	\$863,951	\$469	\$644
Support services - general administration	\$911,717	\$495	\$462
Support services - school based administration	\$1,827,984	\$992	\$1,007
Central and other support services	\$1,413,086	\$767	\$671
Operation and maintenance of plant	\$2,176,961	\$1,181	\$1,629
Student transportation services	\$1,795,135	\$937	\$1,231
Food services	\$25,655	\$14	\$13
Enterprise operations	\$542,469	\$294	\$157
Minor school construction	\$136,255	\$74	\$65
Total	\$30,798,211	\$16,125	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,361,693	29.6	29.7
Instructional Aide Salaries	\$897,744	11.3	9.6
Other Salaries	\$747,855	9.4	10.4
Employee Benefits	\$1,062,282	13.3	13.0
Purchased Services Other Than Transportation	\$373,883	4.7	5.5
Special Education Tuition	\$1,739,189	21.8	22.6
Supplies	\$11,055	0.1	0.6
Property Services	\$13,204	0.2	0.4
Purchased Services For Transportation	\$747,741	9.4	8.0
Equipment	\$16,871	0.2	0.2
All Other Expenditures	\$633	0.0	0.1
Total	\$7,972,149	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.9	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	83.1
State	14.8
Federal	2.0
Tuition & Other	0.1

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

Oxford School District

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	16	*	16	*	*	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino of any race	84	66.6	84	61.4	40	60.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	*	*
White	851	72.7	850	67.7	375	68.7
English Learners	43	67.2	43	64.7	8	*
Non-English Learners	939	72.2	938	67.1	421	68.2
Eligible for Free or Reduced-Price Meals	140	66.7	140	61.5	54	60.8
Not Eligible for Free or Reduced-Price Meals	842	72.8	841	67.9	375	68.8
Students with Disabilities	108	52.8	108	47.4	37	47.4
Students without Disabilities	874	74.3	873	69.4	392	69.7
High Needs	247	62.7	247	57.2	89	55.7
Non-High Needs	735	75.1	734	70.3	340	70.9
District	982	71.9	981	67.0	429	67.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.4	41.6	58.9	94.4	574	68.3
Curl Up	76.4	85.7	95.2	85.6	574	86.4
Push Up	71.7	79.9	87.5	72.8	574	78.7
Mile Run/PACER	83.5	89.0	72.0	72.8	574	79.3
All Tests - District	61.4	31.2	44.0	58.4	574	47.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

Oxford School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	21	90.5
Students with Disabilities	13	*
District	139	95.0
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	79	51.6
Male	98.6	65	44.8
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	98.5	132	49.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.9	16	41.0
Students with Disabilities	87.9	*	*
District	98.7	144	48.3
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.7	95.1
Male	85.5	87.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.9	91.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	78.3	*
Students with Disabilities	*	*
District	87.2	91.0
State	71.0	87.8

⁵College 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.

⁶College 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

District Profile and Performance Report for School Year 2018-19

Oxford School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.9	75	48.0	50	95.9	67.7
	High Needs Students	62.7	75	41.8	50	83.6	58.1
Math Performance Index	All Students	67.0	75	44.7	50	89.4	63.1
	High Needs Students	57.2	75	38.1	50	76.2	52.7
Science Performance Index	All Students	67.8	75	45.2	50	90.4	63.8
	High Needs Students	55.7	75	37.1	50	74.3	54.2
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	59.9%
	High Needs Students	61.7%	100%	61.7	100	61.7	55.1%
Math Academic Growth	All Students	61.8%	100%	61.8	100	61.8	62.5%
	High Needs Students	54.8%	100%	54.8	100	54.8	55.2%
Progress Toward English Proficiency	Literacy	67.6%	100%	33.8	50	67.6	60.0%
	Oral	49.5%	100%	24.8	50	49.5	52.1%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	8.6%	<=5%	42.8	50	85.6	16.1%
Preparation for CCR	% Taking Courses	85.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	48.3%	75%	32.2	50	64.4	42.6%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.9%	94%	93.5	100	93.5	83.3%
Postsecondary Entrance (Class of 2018)		87.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.1% 47.6%	75%	31.7	50	63.4	96.4% 52.9%
Arts Access		61.7%	60%	50.0	50	100.0	51.9%
Accountability Index				1154.9	1450	79.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.7	12.3	15.4	
Math Performance Index Gap	70.3	57.2	13.2	17.6	
Science Performance Index Gap	70.9	55.7	15.2	16.1	
Graduation Rate Gap	94.0%	87.9%	6.1%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	97.3
Math	All Students	98.7
	High Needs Students	97.3
Science	All Students	98.4
	High Needs Students	95.7

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Oxford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Year 3 of Wilson Foundations Program K-2, year 1 for Pre-K. Year 4 of updated mathematics program aligned with CCS -Investigations. Year 2 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 1 of Universal Screener-Star. Implement PBIS Program and research check in-check out system. Implement Year 1 of Look for the Good - week gratitude campaign . Monthly review of student attendance; letters, phone calls, and meetings to discuss truancy on an as needed basis.

Initiatives are put in place to facilitate a high level of parental support, involvement and communication; 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. Volunteer committees coordinate the many school and community events and activities held at the school.

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.

Oxford High aligns curricula to the Common Core and the NGSS. Bring your Own Device policy; teachers embrace google classroom. We continue the following to assure academic growth and success: PSAT testing for freshman, sophomore and juniors, Leadership Team, School Improvement Team, Faculty meetings, SRBI/EIP team, Student Assistance Team, Link Crew. Teachers grow professionally, the district's PDEC committee has put together presentations on social emotional learning, executive functioning and cultural competence. Staff engaged in presentations from the Anti-Defamation League and watched a documentary and having discussions on anxiety. A strict policy was placed to battle chronic absenteeism. Faculty, students and staff have been going through ALICE training for school safety. We had several presentations to help students make wise choices when exposed to dangerous situations including drinking and driving, distracted driving and/or drug abuse. Students engaged in a presentation from the Anti-Defamation League, Loretta Claiborne and viewed Angst. New Capstone includes two-week internships in various industries.

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 has monthly Town Meetings featuring student work, achievements and talents. Many of these events contain a cultural or prominent theme such as 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 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.

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 regard to social media. We invited a CREC consultant to speak to our students about cultural diversity, our similarities, and our differences.

Oxford High 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.

District Profile and Performance Report for School Year 2018-19

Oxford School District

Equitable Allocation of Resources among District Schools

All four 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 Director of Finance. Budgetary items, staffing discussed with the administrative team and with the Board Finance Committee. Completed/submitted the 18-19 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 fifth year.