

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



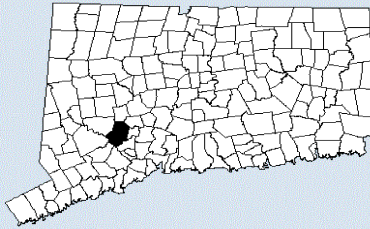
## Oxford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,979
Per Pupil Expenditures <sup>1</sup>	\$13,980
Total Expenditures <sup>1</sup>	\$29,288,805

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	989	50.0	48.3
Male	990	50.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	40	2.0	4.7
Black or African American	22	1.1	12.9
Hispanic or Latino	109	5.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	41	2.1	2.5
White	1,762	89.0	57.2
English Language Learners	25	1.3	6.3
Eligible for Free or Reduced-Price Meals	170	8.6	37.6
Students with Disabilities <sup>1</sup>	238	12.0	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	80	8.2	7	0.7
Male	62	6.4	30	3.0
Black or African American	0	0.0	*	*
Hispanic or Latino	9	7.4	*	*
White	122	7.1	30	1.7
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	32	18.0	9	4.7
Students with Disabilities	32	14.0	7	2.6
District	142	7.3	37	1.8
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 25**

<sup>2</sup>A 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.

<sup>3</sup>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 2014-15

## Oxford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	120.6
Paraprofessional Instructional Assistants	16.6
<b>Special Education</b>	
Teachers and Instructors	18.1
Paraprofessional Instructional Assistants	32.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	7.2
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	7.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.3

<sup>1</sup>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	1.0
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	0.0
White	159	97.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	*	*
White	14	11.9	57	52.3
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	0	0.0	*	*
District	17	12.3	67	55.4
State		58.4		73.8

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	14	48.3
Emotional Disturbance	9	*
Intellectual Disability	0	0
Learning Disability	41	61.2
Other Health Impairment	40	66.7
Other Disabilities	0	0
Speech/Language Impairment	25	69.4
District	129	58.9
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Oxford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	1.4	1.5
Emotional Disturbance	15	0.7	1.0
Intellectual Disability	7	0.3	0.5
Learning Disability	67	3.3	4.4
Other Health Impairment	60	3.0	2.6
Other Disabilities	14	0.7	1.0
Speech/Language Impairment	40	2.0	1.9
All Disabilities	232	11.5	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	3.4	8.1
Private Schools or Other Settings	13	5.6	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,984,149	8,305	9,134
Instructional Supplies and Equipment	605,647	296	334
Improvement of Instruction and Educational Media Services	140,771	69	498
Student Support Services	1,807,293	884	1,001
Administration and Support Services	3,524,718	1,724	1,694
Plant Operation and Maintenance	2,295,005	1,122	1,572
Transportation	1,887,731	763	813
Costs of Students Tuitioned Out	1,046,573	N/A	N/A
Other	996,918	487	186
Total	29,288,805	13,980	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	2,263,378	1,107	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,438,889	36.9	35.1
Noncertified Personnel	1,201,514	18.2	14.2
Purchased Services	192,945	2.9	5.2
Tuition to Other Schools	1,046,573	15.9	22.0
Special Ed. Transportation	627,574	9.5	8.6
Other Expenditures	1,094,444	16.6	14.9
Total Expenditures	6,601,939	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.0	78.5
State	16.5	17.7
Federal	1.5	1.6
Tuition & Other	2.0	2.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	23	86.6	23	72.1	8	*
Black or African American	*	*	*	*	7	*
Hispanic or Latino	57	70.2	57	57.9	23	61.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	10	*
White	996	75.6	992	63.8	466	63.8
English Language Learners	20	67.7	20	58.3	7	*
Non-English Language Learners	1088	75.4	1084	63.4	507	63.9
Eligible for Free or Reduced-Price Meals	89	69.5	88	56.2	42	55.6
Not Eligible for Free or Reduced-Price Meals	1019	75.8	1016	64.0	472	64.4
Students with Disabilities	160	55.5	159	45.9	68	45.9
Students without Disabilities	948	78.6	945	66.3	446	66.4
High Needs	241	62.7	239	51.5	106	51.0
Non-High Needs	867	78.8	865	66.6	408	67.0
District	1108	75.3	1104	63.4	514	63.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	76.7	53.6	43.2	97.5	554	72.2
Curl Up	79.1	89.1	92.6	94.5	554	88.1
Push Up	58.1	87.7	79.0	66.9	554	71.1
Mile Run/PACER	93.6	82.6	55.6	69.3	554	78.2
All Tests - District	46.5	42.8	25.9	51.5	554	44.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Oxford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	174	96.6	94.0	Yes	94.0
State <sup>4</sup>		87.0			

<sup>1</sup>The 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 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.7	73	54.9
Male	73.0	66	52.4
Black or African American	*	*	*
Hispanic or Latino	*	8	*
White	79.3	122	53.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	36.4	6	27.3
Students with Disabilities	*	*	*
District	78.0	139	53.7
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	87.2	88.6
Male	79.3	94.5
Black or African American	*	*
Hispanic or Latino	*	*
White	83.4	90.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.3	91.2
State	72.6	88.8

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2014-15

## Oxford School District

### Next Generation Accountability Results

These statistics are the first 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	75.3	75	100.0	100	100.0	67.9
	High Needs Students	62.7	75	83.6	100	83.6	56.7
Math Performance Index	All Students	63.4	75	84.5	100	84.5	59.3
	High Needs Students	51.5	75	68.7	100	68.7	47.8
Science Performance Index	All Students	63.7	75	84.9	100	84.9	56.5
	High Needs Students	51.0	75	68.0	100	68.0	45.9
Chronic Absenteeism	All Students	7.3%	<=5%	45.5	50	90.9	10.6%
	High Needs Students	14.4%	<=5%	31.1	50	62.3	17.3%
Preparation for CCR	% Taking Courses	32.4%	75%	21.6	50	43.2	66.1%
	% Passing Exams	53.7%	75%	35.8	50	71.6	37.3%
On-track to High School Graduation		80.8%	94%	43.0	50	86.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.6%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		65.2%	94%	69.4	100	69.4	77.6%
Postsecondary Entrance (Class of 2014)		85.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		80.8%   44.0%	75%	14.7	50	29.4	87.6%   51.0%
Arts Access		0.9%	60%	0.7	50	1.4	45.7%
<b>Accountability Index</b>				<b>951.4</b>	<b>1250</b>	<b>76.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.7	12.3	17.3	
Math Performance Index Gap	66.6	51.5	15.1	19.6	
Science Performance Index Gap	67.0	51.0	16.0	17.2	
Graduation Rate Gap	94.0%	65.2%	28.8%	15.2%	Y

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

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.2
	High Needs Students	97.2
Math	All Students	97.9
	High Needs Students	96.4
Science	All Students	98.8
	High Needs Students	97.2

### 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: 51.7      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Oxford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Investigate, pilot and adopt a new math program - Investigations

Continued Review of the SRBI Process

Review writing programs

Continue to align Curriculum, Instruction, materials, and assessments with the Connecticut Core Standards in English Language Arts and Math, Social Studies and Science

K-12 Vertical Articulation Teams are working on curricular alignment.

Work on Units of Study in Language Arts, Math

Review of curricular assessments – Use of Assessment Grant

Investigate and adopt a Universal Screening Tool – NWEA/MAP (K-5)

Increase use of Technology

The following initiatives put in place to facilitate parental support, involvement, and communication – Kindergarten Orientation welcomes and acclimates students and parents to their beginning journey at Quaker Farms School and Oxford Center School. Meet the Teacher Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers beyond Power School; websites are used for ongoing communication; Parents and the PTO play a significant role in expanding learning activities, offerings and after-school programs. volunteer program; Report cards are distributed three times a year and progress reports are distributed. All classroom teachers have created parent email distribution lists in order to communicate with parents about classroom activities and school initiatives; Technology Night for parents; parental invites many school functions throughout the year.

The “Center Post” at Oxford Center School is a student publication that facilitates monthly communication from school to home. Parents of incoming 3rd graders attend an orientation and tour during the spring prior to the beginning of their child’s third grade school year. Sixty plus parents are invited and recruited to help produce the annual play. The One School-One Book event promoted four hundred families participating in a read at home project.

Programs of study and extracurricular activities are in keeping with middle schools of our size and demographics. We offer Band, Chorus, Drama Club, Sport Teams, Ski Club, School Newspaper, Enrichment programs as well as Student Council. Teachers post assignments and grades in PowerSchool and progress reports are sent home every quarter. E-mail “blasts” have been utilized to give parents current and timely information. The school newspaper is sent home electronically.

The NEASC steering and subcommittees prepared for and hosted the NEASC visit. To assure academic growth and success: PSAT testing, SAT prep classes, department chair meetings, faculty meetings, Student Council, National Honor Society, SRBI team, involvement with ACES and other professional organizations for various PD sessions. Several blood drives were held throughout the year.

The district is improving special education services for students with disabilities by increasing staff capacity by providing training and professional development to help students access the common core curriculum. By offering differentiation instruction and programming, students have the ability to access grade level curriculum to become 21st century learners.

#### 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. We have celebrated Constitution Day.

Participated in Project Lucid where students and teachers from diverse schools throughout Connecticut have the opportunity to videoconference and participate in collaborative tasks.

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.

Programs stressing diversity; 6th graders take a class called “Self-Awareness” where topics of diversity include racial, ethnic and economic differences; peer mentoring and peer mediation programs through Connecticut State Trooper, cyber bullying speaker for each grade level are provided.

Periodic mailings and quarterly report cards are part of the regular correspondence with parents/guardians. The OHS Booster Club meets on a monthly basis and sponsors school-wide activities including speakers, post-prom activities, Oxford Day and Trees of Hope. Parents are involved with Band, Chorus, Drama Club, Capstone, and other activities. Informational events, College Fair, Meet the Teachers, Senior Awards, Underclassmen Awards, PSAT Review, Parent-Teacher Conferences, New Student Orientation, Student Athlete/Parent meetings, Freshmen orientation, NCAA Workshops, Junior and Senior Informational evenings, etc.

# District Profile and Performance Report for School Year 2014-15

## Oxford School District

### **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 submits and presents budget to Superintendent of Schools and Business Manager. Budgetary items, staffing discussed with the administrative team as well as with the Board Finance Committee. Completed/submitted the 2014-2015 consolidated grant to secure funding for K-5 early intervention programs including staff, materials, and professional development. High School accreditation process in the spring of 2015; 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 very successful and has served as a model for other schools in Connecticut. The Fine Arts department 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. Planning for alternative education program.