

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



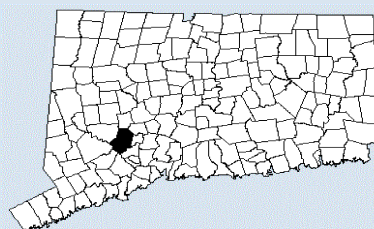
Oxford School District

Mr. Timothy Connellan, Superintendent • 203-888-7754 • <http://www.oxfordpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,053
Per Pupil Expenditures ¹	\$13,262
Total Expenditures ¹	\$28,552,026

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,027	50.0	48.3
Male	1,026	50.0	51.6
American Indian	*	*	0.2
Asian	43	2.1	4.6
Black or African American	23	1.1	12.9
Hispanic or Latino	113	5.5	21.2
Pacific Islander	*	*	0.0
White	1,828	89.0	58.4
Two or More Races	40	1.9	2.3
English Language Learners	33	1.6	5.7
Eligible for Free or Reduced-Price Meals	151	7.4	37.3
Students with Disabilities ¹	221	10.8	12.8

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	88	8.7	10	0.9
Male	75	7.4	33	3.2
Black or African American	*	*	*	*
Hispanic or Latino	10	9.0	*	*
White	143	7.9	39	2.1
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	16.3	7	4.5
Students with Disabilities	31	14.1	15	5.8
District	163	8.1	43	2.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 11

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	121.3
Paraprofessional Instructional Assistants	17.9
Special Education	
Teachers and Instructors	20.8
Paraprofessional Instructional Assistants	39.8
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	9.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.3

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 (%)
Asian	0	0	1.0
Black or African American	2	1.2	3.5
Hispanic	2	1.2	3.6
Native American	0	0	0.1
White	169	97.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0	*	*
White	26	24.8	47	30.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	30	25.4	53	30.6
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	13	44.8
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	34	51.5
Other Health Impairment	32	65.3
Other Disabilities	*	*
Speech/Language Impairment	21	70.0
District	111	55.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	1.4	1.4
Emotional Disturbance	15	0.7	1.0
Intellectual Disability	7	0.3	0.4
Learning Disability	66	3.2	4.2
Other Health Impairment	50	2.4	2.5
Other Disabilities	7	0.3	1.0
Speech/Language Impairment	34	1.6	1.9
All Disabilities	208	10.0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	13	6.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,193,279	7,729	8,769
Instructional Supplies and Equipment	597,084	285	275
Improvement of Instruction and Educational Media Services	99,716	48	487
Student Support Services	1,641,657	784	965
Administration and Support Services	3,525,260	1,683	1,600
Plant Operation and Maintenance	2,615,167	1,248	1,472
Transportation	1,545,829	685	786
Costs of Students Tuitioned Out	1,359,622	N/A	N/A
Other	974,412	465	178
Total	28,552,026	13,262	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,035,021	971	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,218,175	35.9	35.6
Noncertified Personnel	1,036,559	16.8	14.5
Purchased Services	364,105	5.9	5.0
Tuition to Other Schools	1,053,667	17.0	21.4
Special Ed. Transportation	544,434	8.8	8.5
Other Expenditures	963,044	15.6	14.9
Total Expenditures	6,179,984	100.0	100.0

PK-12 Expenditures Used for Special Education	21.6	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.1	77.7
State	17.3	18.4
Federal	2.0	2.2
Tuition & Other	1.6	1.8

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	78.1	.	.	.	.	.	.	.
Hispanic or Latino	81.7	79.6	85.0	85.2	.	.	.	.
English Language Learners	72.4	75.8	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	70.6	79.5	82.8	80.6	.	.	.	.
Students with Disabilities	49.0	53.4	55.5	52.6	.	.	.	.
High Needs	64.0	71.1	72.1	68.4	.	.	.	.
District	87.3	89.0	89.3	88.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	68.7	.	.	.	.	.	.
District	81.5	83.1	85.6	90.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	73.8	68.5	82.4	92.0	540	78.5
Curl Up	91.7	93.0	94.5	97.1	540	93.9
Push Up	66.1	86.7	92.3	59.4	540	74.3
Mile Run/PACER	89.3	77.6	59.3	46.4	540	70.2
All Tests - District	50.0	53.1	52.7	39.1	540	48.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	155	97.4	94.0	Yes	94.0
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	89.9	82	55.4
Male	79.7	71	49.7
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	85.0	136	52.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	84.9	153	52.6
State	72.9		37.6

⁵College 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.6	96.3
Male	77.5	94.6
Black or African American	*	*
Hispanic or Latino	*	*
White	84.7	94.9
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.3	95.5
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Creation of a Science Classroom in first and second grade
Review of the SRBI Process
Work on Units of Study in Language Arts and Mathematics
Review of Assessments
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 and acclimates students and parents to their beginning journey at Quaker Farms School and for many their first time in the Oxford Public Schools; New Student Orientation to welcome and acclimate students who are new to the town of Oxford at the elementary levels. Meet the Teacher Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers; The Quaker Farms School website as well as the district website facilitates ongoing communication; PTO sponsored activities and volunteer program; All classroom teachers have created parent email distribution lists where they are able to communicate with parents about classroom activities and school initiatives; Technology Night for parents; parental invites to many school functions throughout the year.

Continue to align Curriculum, Instruction, materials, and assessments with the Connecticut Core Standards in the content areas of English Language Arts and Math. Explore and implement new ways to integrate technology use of the website to facilitate ongoing communication. Meet the Teachers Night and Parent Teacher Conferences facilitate in-depth communication between parents and teachers. The “Center Post” 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. 60+ 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. Use of Power School to facilitate better communication and provide immediate and transparent access to student progress.

Programs of study and extracurricular activities are in keeping with middle schools of our size and demographics. Parents and the PTO play a significant role in expanding our learning activities, offerings and after-school programs. Some of the many programs we offer include Band, Chorus, Drama Club, Sport Teams, Ski Club, School Newspaper, Enrichment programs as well as Student Council. The Parent-Teacher Organization provides numerous opportunities to the Great Oak students such as Veteran’s and Memorial Day presentations, thanksgiving Food Drives and Oxford Clean up days. E-mail “blasts” have been utilized to give parents current and timely information. The school newspaper is sent home electronically and through hard copy.

Academic departments continue to align curricula to the Common Core. Vertical Articulation Teams have been established and are working on curricular alignment K-12. We are completing the NEASC self-study in preparation for a spring visit.

To ensure academic growth and success, the school provides PSAT testing – SAT Prep Classes, School Improvement Committee, Faculty Advisory Committee, Student Council, SRBI Team, NEASC steering and Subcommittees, OHS Grading Committee, and have contracted ACES for various PD session.

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 (ie Friendship, Respect, Honesty, Kindness, etc.)

Students have celebrated Constitution Day and Veteran’s Day through various curricular lessons and assignments (i.e. The Wall of Honor).

A second grade classroom participated in Project Lucid (ACES Interdistrict 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. 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 of race, ethnicity, religion, and economic isolation to expose students to the issues that have existed throughout history.

Great Oak Middle School has been and is involved in various programs stressing diversity.

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Equitable Allocation of Resources among District Schools

All Principals and the Director of Pupil Personnel Services submit a budget to the Superintendent, outlining their anticipated needs and related expenditures for the upcoming year. These requests are based on identified District school goals. The Oxford Public Schools' annual budget is thoughtfully prepared using the budget submissions provided by the school administrators.

At Quaker Farms Schools, staff members including classroom teachers, specialists, and reading consultant are part of creating the school based budget by providing input on school needs. This includes curriculum related materials, consumable items, books, general school supplies, technology requests, etc.

Oxford Center School facilitated a building-based process for prioritizing needs, identifying resources, and constructing the 2013-2014 Budget request document. At the other schools, Principals worked with Department Chairs to discuss needs and priorities.