

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



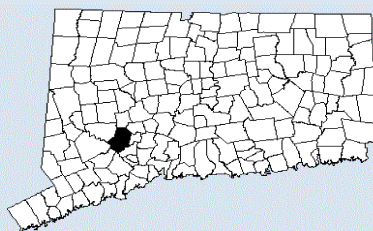
## Oxford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,855
Per Pupil Expenditures <sup>1</sup>	\$15,249
Total Expenditures <sup>1</sup>	\$30,513,204

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	944	50.9	48.4
Male	911	49.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	36	1.9	5.1
Black or African American	*	*	12.8
Hispanic or Latino	129	7.0	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	37	2.0	3.3
White	1,629	87.8	53.6
English Learners	43	2.3	7.2
Eligible for Free or Reduced-Price Meals	169	9.1	36.7
Students with Disabilities <sup>1</sup>	226	12.2	14.8

<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	96 10.2	12 1.3
Male	98 10.9	45 4.9
Black or African American	* *	* *
Hispanic or Latino	21 16.3	* *
White	164 10.2	51 3.1
English Learners	* *	* *
Eligible for Free or Reduced-Price Meals	52 21.4	10 3.9
Students with Disabilities	29 14.9	15 6.3
District	194 10.5	57 3.1
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 21

Number of school-based arrests: 6

<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 2017-18

## Oxford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	120.0
Paraprofessional Instructional Assistants	15.0
<b>Special Education</b>	
Teachers and Instructors	20.4
Paraprofessional Instructional Assistants	32.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	8.3
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.2
Counselors, Social Workers and School Psychologists	11.8
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	82.1

<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	1.1
Black or African American	1	0.6	3.7
Hispanic or Latino	3	1.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	170	97.1	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	111	75.5	71	60.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	8	40.0
Students with Disabilities	8	36.4	*	*
District	118	73.3	83	61.0
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	12	40.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	59	76.6
Other Health Impairment	35	81.4
Other Disabilities	*	*
Speech/Language Impairment	28	77.8
District	141	65.6
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Oxford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	30	1.6	1.8
Emotional Disturbance	13	0.7	1.1
Intellectual Disability	10	0.5	0.5
Learning Disability	77	4.1	5.2
Other Health Impairment	43	2.3	3.1
Other Disabilities	7	0.4	1.1
Speech/Language Impairment	35	1.9	1.8
All Disabilities	215	11.4	14.5

<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	10	4.7	8.3
Private Schools or Other Settings	13	6.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,891,310	8,716	9,847
Instructional Supplies and Equipment	866,641	447	287
Improvement of Instruction and Educational Media Services	298,010	154	589
Student Support Services	2,341,325	1,208	1,120
Administration and Support Services	3,524,507	1,819	1,905
Plant Operation and Maintenance	2,419,191	1,248	1,648
Transportation	1,935,293	928	904
Costs of Students Tuitioned Out	1,608,942	N/A	N/A
Other	627,985	324	208
Total	30,513,204	15,249	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,256,729	1,164	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,848,989	35.5	33.8
Noncertified Personnel	1,296,970	16.1	14.5
Purchased Services	269,604	3.4	5.5
Tuition to Other Schools	1,608,942	20.0	23.4
Special Ed. Transportation	871,046	10.8	8.7
Other Expenditures	1,140,768	14.2	14.1
Total Expenditures	8,036,319	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.0	81.5
State	16.4	16.7
Federal	1.6	1.7
Tuition & Other	0.0	0.0

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	19	*	19	*
Black or African American	10	*	10	*
Hispanic or Latino	69	67.7	69	63.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	17	*	17	*
White	914	72.0	911	67.4
English Learners	39	63.1	39	61.2
Non-English Learners	992	71.8	989	67.3
Eligible for Free or Reduced-Price Meals	79	67.4	79	62.4
Not Eligible for Free or Reduced-Price Meals	952	71.9	949	67.5
Students with Disabilities	127	53.6	127	50.4
Students without Disabilities	904	74.0	901	69.4
High Needs	215	60.6	215	57.1
Non-High Needs	816	74.4	813	69.7
District	1031	71.5	1028	67.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	70.8	45.9	62.5	85.1	570	64.6
Curl Up	73.1	81.8	88.8	83.5	570	82.1
Push Up	56.2	82.4	88.8	52.9	570	71.9
Mile Run/PACER	87.7	88.7	63.8	63.6	570	76.1
All Tests - District	40.8	34.6	42.5	41.3	570	39.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Oxford School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	80.0
Students with Disabilities	16	*
District	178	95.5
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	89	58.6
Male	96.6	83	57.2
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	97.7	154	58.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.3	20	54.1
Students with Disabilities	85.3	*	*
District	98.0	172	57.9
State	96.3		44.8

<sup>3</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	79.2	96.2
Male	76.0	88.9
Black or African American	*	*
Hispanic or Latino	*	*
White	77.9	92.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	77.5	92.5
State	70.9	88.3

<sup>5</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>6</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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.5	75	47.7	50	95.4	67.6
	High Needs Students	60.6	75	40.4	50	80.8	57.5
Math Performance Index	All Students	67.1	75	44.7	50	89.4	62.7
	High Needs Students	57.1	75	38.1	50	76.2	52.0
ELA Academic Growth	All Students	61.7%	100%	61.7	100	61.7	60.7%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.6%
Math Academic Growth	All Students	63.2%	100%	63.2	100	63.2	61.9%
	High Needs Students	62.2%	100%	62.2	100	62.2	55.4%
Chronic Absenteeism	All Students	10.5%	<=5%	38.9	50	77.8	10.7%
	High Needs Students	17.5%	<=5%	25.1	50	50.2	16.6%
Preparation for CCR	% Taking Courses	67.7%	75%	45.1	50	90.2	74.8%
	% Passing Exams	57.9%	75%	38.6	50	77.2	44.8%
On-track to High School Graduation		95.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		77.3%	94%	82.2	100	82.2	81.8%
Postsecondary Entrance (Class of 2017)		77.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.4%   39.6%	75%	26.4	50	52.9	96.6%   50.1%
Arts Access		46.3%	60%	38.6	50	77.1	51.2%
<b>Accountability Index</b>				<b>957.9</b>	<b>1250</b>	<b>76.6</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	74.4	60.6	13.8	15.9	
Math Performance Index Gap	69.7	57.1	12.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	77.3%	16.7%	12.7%	Y

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	95.7
Math	All Students	97.7
	High Needs Students	95.7
Science	All Students	97.3
	High Needs Students	95.8

<sup>3</sup>Minimum participation standard is 95%.

### 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: \***      **State: 51.5**

#### 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 2017-18

## Oxford School District

### Narratives

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

Year 2 Wilson Foundations Program K-2, year 1 for Pre-K. Year 2 of updated mathematics program aligned with CCS - Investigations. Year 1 of Writer's Workshop and FOSS Science. Review SRBI Process and execution of the SRBI manual, TIER II TIER III instructional and interventions. Recommendations from the 16-17 audit of Special Education processes and procedures; implement procedures as outlined in the manual for the 17-18 school year. Math intervention program along with TIER II math intervention services. Year 3 of Universal Screener - NWEA/MAP. Pilot Universal Screener at each grade level K-2 STAR. PBIS Program and on-line referral process at all schools.

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.

Continue 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.

The middle school 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 -œblasts- 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.

The high school aligns curricula to the Common Core and the NGSS. Bring your Own Device policy and teachers are embracing google classroom and our students in innovative and technologically sound ways. Teachers are using and reporting on how well our students are growing on our school wide rubrics and our new STAR assessment system. Expanded co-teaching model in more classes to ensure equitable access to higher learning for all students. 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. For teachers to grow professionally, we introduced a Teacher to Teacher model where teachers work together in small groups to collectively research instructional strategies which targets a specified focus area. One of the requirements of Teacher to Teacher is to observe each other using the instructional strategy. We have presentations to help students make wise choices when exposed to dangerous situations including drinking and driving, distracted driving and/or drug abuse.

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 School 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. A second grade classroom participated in Project Lucid (ACES Inter-district Grant) where students and teachers from diverse schools throughout Connecticut have the opportunity to videoconference and participate in tasks that foster interpersonal relationships and extend their curriculum. This program has been designed to increase academic achievement in the areas of written and verbal communication, technology, and cultural understanding while helping districts reduce issues of economic, ethnic and geographical isolation.

Grade 3 Pow Wow integrates Native American Art, Music, History and Literature 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 Middle School has been and is involved in various programs stressing diversity. We incorporate peer mentoring and peer mediation programs that address areas of conflict and create an environment of understanding. Great Oak has made a concerted effort to hire staff from diverse backgrounds and we currently have several minority staff members.

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 2017-18

## 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 Business Manager. Budgetary items, staffing discussed with the administrative team and with the Board Finance Committee. Completed/submitted the 17-18 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. Approximately 150+ AP exams were taken in the spring. The Unified Sports team succeeds annually and serves as a model for other schools in CT. Fine Arts 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. The alternative education program is in their fourth year.