

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



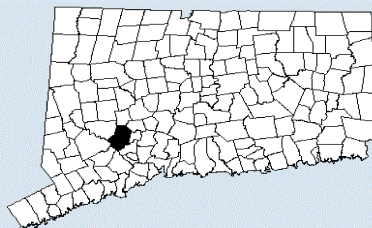
## Oxford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,952
Per Pupil Expenditures <sup>1</sup>	\$14,536
Total Expenditures <sup>1</sup>	\$29,362,111

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	984	50.4	48.4
Male	968	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	1.8	5.1
Black or African American	*	*	12.9
Hispanic or Latino	138	7.1	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	42	2.2	2.9
White	1,709	87.6	54.8
English Learners	33	1.7	6.8
Eligible for Free or Reduced-Price Meals	179	9.2	35.9
Students with Disabilities <sup>1</sup>	258	13.2	14.3

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	92	9.5	22	2.2
Male	79	8.3	46	4.7
Black or African American	*	*	*	*
Hispanic or Latino	12	8.9	*	*
White	145	8.6	57	3.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	19.4	10	5.3
Students with Disabilities	33	15.1	13	4.7
District	171	8.9	68	3.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 14

Number of school-based arrests: 9

<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 2016-17

## Oxford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	122.6
Paraprofessional Instructional Assistants	17.7
<b>Special Education</b>	
Teachers and Instructors	21.8
Paraprofessional Instructional Assistants	31.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	8.3
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	11.6
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	79.5

<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	0	0.0	3.6
Hispanic or Latino	3	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	173	97.7	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.7	9.6

### 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	*	*	*	*
Hispanic or Latino	*	*	10	*
White	47	40.9	107	71.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	54	39.4	124	71.3
State		63.6		77.5

<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	10	33.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	51	67.1
Other Health Impairment	39	69.6
Other Disabilities	*	*
Speech/Language Impairment	32	72.7
District	143	60.3
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Oxford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	30	1.5	1.7
Emotional Disturbance	17	0.9	1.0
Intellectual Disability	7	0.4	0.5
Learning Disability	76	3.8	4.9
Other Health Impairment	57	2.9	2.9
Other Disabilities	10	0.5	1.1
Speech/Language Impairment	48	2.4	1.8
All Disabilities	245	12.4	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,923,852	8,639	9,663
Instructional Supplies and Equipment	528,914	270	321
Improvement of Instruction and Educational Media Services	276,443	141	578
Student Support Services	2,234,088	1,140	1,103
Administration and Support Services	3,433,264	1,753	1,861
Plant Operation and Maintenance	1,963,351	1,002	1,637
Transportation	1,907,483	902	877
Costs of Students Tuitioned Out	1,483,263	N/A	N/A
Other	611,453	312	201
Total	29,362,111	14,536	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,343,462	1,196	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,655,189	34.5	34.6
Noncertified Personnel	1,190,453	15.5	14.6
Purchased Services	431,367	5.6	5.8
Tuition to Other Schools	1,483,263	19.3	21.8
Special Ed. Transportation	827,818	10.8	8.5
Other Expenditures	1,106,634	14.4	14.7
Total Expenditures	7,694,724	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.8	80.4
State	16.5	17.8
Federal	1.7	1.8
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 2016-17

## 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	22	77.6	22	76.5	10	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	77	65.4	77	59.2	23	53.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	69.7	22	59.7	8	*
White	922	72.7	918	67.1	418	62.7
English Learners	34	66.0	34	64.2	13	*
Non-English Learners	1020	72.4	1016	66.6	451	62.3
Eligible for Free or Reduced-Price Meals	95	65.4	95	57.8	38	53.8
Not Eligible for Free or Reduced-Price Meals	959	72.8	955	67.4	426	62.9
Students with Disabilities	132	55.1	131	49.0	54	44.8
Students without Disabilities	922	74.6	919	69.0	410	64.4
High Needs	230	61.1	229	55.0	90	50.9
Non-High Needs	824	75.3	821	69.7	374	64.8
District	1054	72.2	1050	66.5	464	62.1

#### 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>			
Grade 4			
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	75.7	44.8	45.0	79.1	586	60.4
Curl Up	75.7	87.7	86.8	93.0	586	85.5
Push Up	60.5	85.1	66.9	70.5	586	70.8
Mile Run/PACER	92.1	89.6	51.7	69.8	586	76.1
All Tests - District	42.8	37.7	21.9	61.2	586	40.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Oxford School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	143	93.0
State		87.4

<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 2015-16 school year.

### 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	100.0	81	53.6
Male	98.1	89	55.6
Black or African American	*	*	*
Hispanic or Latino	100.0	13	52.0
White	99.2	145	54.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.2	7	26.9
Students with Disabilities	92.0	*	*
District	99.0	170	54.7
State	96.1		43.5

<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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	77.6	96.4
Male	79.4	94.9
Black or African American	*	*
Hispanic or Latino	*	*
White	81.7	96.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.5	95.8
State	72.0	88.5

<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 2016-17

## 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	72.2	75	48.1	50	96.2	67.1
	High Needs Students	61.1	75	40.7	50	81.4	55.9
Math Performance Index	All Students	66.5	75	44.4	50	88.7	62.2
	High Needs Students	55.0	75	36.7	50	73.4	50.5
Science Performance	All Students	62.1	75	41.4	50	82.8	55.3
	High Needs Students	50.9	75	33.9	50	67.9	45.2
ELA Academic Growth	All Students	57.1%	100%	57.1	100	57.1	55.4%
	High Needs Students	55.1%	100%	55.1	100	55.1	49.8%
Math Academic Growth	All Students	54.9%	100%	54.9	100	54.9	61.7%
	High Needs Students	53.5%	100%	53.5	100	53.5	53.7%
Chronic Absenteeism	All Students	8.9%	<=5%	42.2	50	84.4	9.9%
	High Needs Students	15.7%	<=5%	28.6	50	57.2	15.8%
Preparation for CCR	% Taking Courses	57.2%	75%	38.2	50	76.3	70.7%
	% Passing Exams	54.7%	75%	36.4	50	72.9	43.5%
On-track to High School Graduation		91.2%	94%	48.5	50	97.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.0%	94%	98.9	100	98.9	87.4%
6-year Graduation - High Needs Students (2014)		85.7%	94%	91.2	100	91.2	82.0%
Postsecondary Entrance (Class of 2016)		78.5%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.9%   40.1%	75%	26.7	50	53.5	92.0%   51.6%
Arts Access		66.5%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1026.6</b>	<b>1350</b>	<b>76.0</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	61.1	13.9	16.7	
Math Performance Index Gap	69.7	55.0	14.7	18.7	
Science Performance Index Gap	64.8	50.9	13.9	16.6	
Graduation Rate Gap	94.0%	85.7%	8.3%	12.0%	N

<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	99.2
	High Needs Students	97.9
Math	All Students	98.8
	High Needs Students	97.5
Science	All Students	98.5
	High Needs Students	97.9

<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: 50.2**

#### 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 2016-17

## Oxford School District

### Narratives

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

Implement Year 1 – Wilson Foundations Program. Implement Year 2 of updated mathematics program aligned with CCS - Investigations. Review of the SRBI Process and implementation of the SRBI manual. Evaluate Core, TIER II, and TIER III instruction and interventions. Continue to align curriculum, instruction, materials, and assessments with the Connecticut Core Standards in the content areas of English Language Arts, Math, and Science.

Audit of Special Education processes and procedures; Review of math intervention programs. Review of curricular assessments; Implement PBIS Program. Implement Year 2 of Universal Screener - NWEA/MAP.

Initiatives are put in place to facilitate a high level of parental support, involvement, and communication; Kindergarten 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 and progress reports to those students experiencing difficulties between trimesters; Parent surveys distributed twice a year.

Implemented Positive Behavioral Intervention & Supports (PBIS) Program. Created “Hawk Talk” as a school-wide publication that facilitates biweekly communication from school to home. Volunteer committees coordinate the many school and community events and activities held at the school. Sixty plus parents are invited and recruited to help produce the annual play.

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 as well as 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 Parent-Teacher Organization (PTO) provides numerous opportunities for our two elementary and middle schools.

The high school continues to align curricula to the Common Core and the NGSS. The major focus across all disciplines is literacy. We have a BOYD policy and teachers are embracing Google classroom and reaching our students in innovative and technologically sound ways. All teachers are continuously accessing, using and reporting out on how well our students are growing on our school wide rubrics as well as our new STAR assessment system. We have expanded the co-teaching model in more classes to ensure equitable access to higher learning for all students. PSAT testing for freshman, sophomore and juniors, Leadership Team, School Improvement Team, Faculty meetings, SRBI/EIP team, Student Assistance Team, Faculty Forum. “Teacher to Teacher” is to observe each other using the instructional strategy. Several 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 services for students with disability by increasing staff capacity by providing training and PD to help student access the common core curricula.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The 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 2016-17

## 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. Constructed the 16-17 Oxford Center School Improvement Plan. Completed/submitted the 16-17 consolidated grant to secure funding for K-5 early intervention programs including staff, materials, and PD. The high school went through the accreditation process; 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 their third year.