

**STRATEGIC SCHOOL PROFILE 2009-10****Oxford School District**

JUDITH PALMER, Superintendent

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Oxford,  
ConnecticutWebsite: [www.oxfordpublicschools.org](http://www.oxfordpublicschools.org)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 9,821

1990-2000 Population Growth: 13.1%

Number of Public Schools: 4

Per Capita Income in 2000: \$28,250

Percent of Adults without a High School Diploma in 2000\*: 9.2%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.3%

District Enrollment as % of Estimated. Student Population: 94.7%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      2,156  
5-Year Enrollment Change          45.1%

**DISTRICT GRADE RANGE**

Grade Range                              K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	163	7.6	6.7	32.6
K-12 Students Who Are Not Fluent in English	47	2.2	0.7	5.4
Students Identified as Gifted and/or Talented*	118	5.5	4.6	4.1
PK-12 Students Receiving Special Education Services in District	150	7.0	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	167	94.4	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	5.6	12.7	13.6

\*22.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	40	1.9
Black	41	1.9
Hispanic	67	3.1
White	2,003	92.9
Total Minority	153	7.1

**Percent of Minority Professional Staff:** 1.2%

**Non-English Home Language:**

4.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Oxford Public School System celebrates diversity. One of the Board of Education's goals is to create a climate of appreciation, acceptance, respect, care and compassion for all students, parents and staff members. Therefore, we strive to provide an array of opportunities for teachers and students to increase their awareness of and appreciation for diversity. Oxford High School Diversity Club students have discussions and activities to become aware of problems this country has faced in regard to race, ethnicity and poverty. English classes do a humanities unit around genocide, including genocide around the world, as well the Holocaust. Students participated in a workshop on real world economics. The applied science program participated in Education Connection's Connecticut Academy for Science and Research funded by an inter-district grant with Hartford, Bridgeport, Norwalk, Danbury, Easton/Redding and Thomaston. Perspectives On Race class had visits to Bridgeport's Bassick High School and participated in the March Against Violence. Oxford teachers collaborate with teachers from these districts regarding best teaching practices that integrate technology and content areas. Oxford school staff is very active in creating cultural awareness activities for our students, both inside and outside of school hours. Students from Great Oak Middle School and the Meriden School District have become virtual partners using videoconferencing, face-to-face meetings, and collaborative presentations. This inter-district competitive grant was awarded to Great Oak Middle School in the spring (2010) by the State Department of Education. Great Oak Middle School received two wireless computer labs, two smart boards, and two LCD projectors from the grant. The school also received Professional Development training from experts in the area of student achievement. Oxford Center School devotes days to learn more about Native Americans and Alaskans. Quaker Farms School incorporates many different religious and cultural backgrounds in to their seasonal festivities. The Oxford Public School District continues to promote a respectful environment that not only accepts all human beings, but embraces our differences.

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	67.8	57.0	55.8
Writing	63.5	58.3	49.7
Mathematics	68.9	62.4	50.9
Grade 4 Reading	74.9	59.9	68.6
Writing	80.1	63.6	77.5
Mathematics	77.8	67.0	62.3
Grade 5 Reading	67.4	61.8	45.5
Writing	78.5	68.2	59.0
Mathematics	80.1	72.4	53.6
Science	77.2	59.4	66.9
Grade 6 Reading	88.5	74.9	73.6
Writing	66.3	65.9	37.8
Mathematics	71.4	70.7	33.7
Grade 7 Reading	90.6	77.4	73.4
Writing	81.3	61.2	81.2
Mathematics	80.6	68.5	62.3
Grade 8 Reading	83.7	73.3	61.1
Writing	73.8	62.6	57.3
Mathematics	79.4	67.3	62.4
Science	70.5	62.8	43.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	56.0	45.9	61.4
Writing Across the Disciplines	72.8	59.6	63.2
Mathematics	55.6	48.7	51.5
Science	57.7	45.3	62.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.3	50.7	64.9

<b>SAT® I: Reasoning Test Class of 2009</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2009	N/A	N/A	N/A
2008-09 Annual Dropout Rate for Grade 9 through 12	0.5	3.0	78.7

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	121.10
Paraprofessional Instructional Assistants	29.21
Special Education	
Teachers and Instructors	17.30
Paraprofessional Instructional Assistants	32.64
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	48.30

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.0	14.5	13.8
% with Master's Degree or Above	82.6	79.0	77.8

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	21.6	17.2	18.5
Grade 2	21.3	18.5	19.7
Grade 5	26.4	20.7	21.1
Grade 7	18.4	19.9	20.8
High School	19.7	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	960	994	992
Middle School	1,020	1,034	1,018
High School	932	1,007	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.5	3.1	3.2
Middle School	6.4	2.2	2.5
High School	2.4	2.4	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$13,193	\$6,551	\$7,843	\$7,380	\$7,829
Instructional Supplies and Equipment	\$406	\$202	\$336	\$281	\$279
Improvement of Instruction and Educational Media Services	\$344	\$171	\$252	\$406	\$459
Student Support Services	\$1,242	\$617	\$830	\$816	\$859
Administration and Support Services	\$3,320	\$1,648	\$1,627	\$1,400	\$1,426
Plant Operation and Maintenance	\$2,857	\$1,419	\$1,336	\$1,468	\$1,462
Transportation	\$1,436	\$656	\$658	\$675	\$694
Costs for Students Tuitioned Out*	\$525	N/A	N/A	N/A	N/A
Other	\$453	\$225	\$93	\$148	\$162
<b>Total*</b>	<b>\$23,775</b>	<b>\$11,923</b>	<b>\$13,721</b>	<b>\$13,077</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$710	\$352	\$1,232	\$1,030	\$1,825

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$25,573 Tuition Costs, \$2,323.

Total town expenditures per pupil for PK-12 are \$11,720.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,279,386	20.6	20.2	20.7

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	77.0	21.0	1.9	0.1
Excluding School Construction	77.3	20.7	1.9	0.1

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Each building administrator and the special education director submit a budget to the superintendent, outlining their anticipated expenditures for the upcoming year. These budgets are based on identified school goals and/or needs. The Oxford Public Schools' annual budget is thoughtfully prepared using the budget submissions provided by the school administrators. The superintendent, finance director and school board's Finance, Insurance and Personnel sub-committee work to ensure equity of resources throughout the district. When a final budget is presented to the entire Board of Education it is then adjusted, voted on and sent to Town Officials for submission in the Town of Oxford's Annual Budget. At some point during this process, it may be necessary to reduce our overall budget request. Careful consideration is given to the equity of resources when we are creating the budget and also

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	142
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	6.5%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	14	0.6	1.0	1.0
Learning Disability	60	2.7	3.9	3.9
Intellectual Disability	9	0.4	0.4	0.5
Emotional Disturbance	5	0.2	0.7	1.0
Speech Impairment	24	1.1	2.1	2.2
Other Health Impairment*	21	1.0	1.9	2.1
Other Disabilities**	9	0.4	0.7	0.9
<b>Total</b>	<b>142</b>	<b>6.5</b>	<b>10.5</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	92.3	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.9	4.1

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	26.8	31.6	78.4	67.5
	Writing	16.9	19.6	73.6	63.3
	Mathematics	26.8	32.9	76.3	68.1
	Science	41.2	23.7	73.8	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	56.0	45.9
	Writing Across the Disciplines	N/A	N/A	72.8	59.6
	Mathematics	N/A	N/A	55.6	48.7
	Science	N/A	N/A	57.7	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	6.2
	% With Accommodations	93.8
CAPT	% Without Accommodations	44.4
	% With Accommodations	55.6
% Assessed Using Skills Checklist		20.3

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	10	7.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	99	69.7	76.7	73.4
40.1 to 79.0 Percent of Time	36	25.4	16.4	15.3
0.0 to 40.0 Percent of Time	7	4.9	6.9	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Each year, the building principals lead their School Improvement Teams to create building based goals relative to the district's goals. The teams produce detailed improvement plans based on needs identified through student data and other various assessments. The following areas identified for continuous improvement are; improving teaching and learning for all students, increasing technology integration in core subject areas, maintaining safe and secure school cultures, and improving communication. These goals are followed by detailed action steps. The School Improvement Plans are placed on the schools' websites for easy public access. The principals' budget submissions are tied to their School Improvement Team goals and professional development opportunities are used to promote their advancement. This process assures that all activities and expenditures are directly linked to improvement efforts contained within the School Improvement Plans.

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