

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



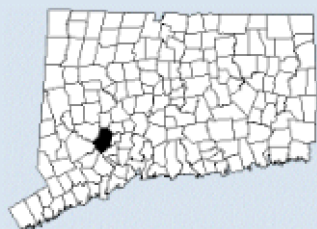
Oxford School District

Robert Miller, Superintendent • 203-888-7754 • <http://www.oxfordpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,622
Per Pupil Expenditures	\$21,221
Total Expenditures	\$36,775,619

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	781	48.2	48.4
Male	841	51.8	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	46	2.8	5.2
Black or African American	45	2.8	12.4
Hispanic or Latino of any race	205	12.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	34	2.1	4.8
White	1,284	79.2	45.1
English Learners/Multilingual Learners	28	1.7	11.3
Eligible for Free or Reduced-Price Meals	300	18.5	44.8
Students with Disabilities	277	17.1	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	96	12.3	15	1.9
Male	93	11.3	58	6.6
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	9	22.5	*	*
Hispanic or Latino of any race	30	14.2	15	6.7
White	139	11.0	51	3.9
English Learners/Multilingual Learners	9	26.5	*	*
Eligible for Free or Reduced-Price Meals	79	26.1	25	7.3
Students with Disabilities	48	19.8	24	7.6
All Students - District	189	11.8	73	4.3
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 287
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	122.0
General Education Paraprofessionals	14.0
Special Education Teachers and Instructors	20.0
Special Education Paraprofessionals	38.0
District Central Office Administrators	6.0
School Level Administrators	6.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	96.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	16.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	3	1.7	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	175	97.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	15	8.6	6.8
Teachers	10	7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	16	*
White	83	90.2	120	94.5
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	*	25	100.0
Students with Disabilities	16	76.2	21	80.8
All Students - District	102	87.9	150	94.9
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	22	44.9
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	69	67.6
Other Health Impairment	51	81.0
Other Disabilities	*	*
Speech/Language Impairment	18	90.0
All Disabilities - District	167	65.7
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	51	3.1	2.9
Emotional Disability	7	0.4	1.1
Intellectual Disability	7	0.4	0.6
Learning Disability	102	6.2	6.5
Other Health Impairment	64	3.9	3.6
Other Disabilities	15	0.9	1.1
Speech/Language Impairment	24	1.5	2.0
All Disabilities	270	16.4	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	20	7.4	8.2
Private Schools or Other Settings	9	3.3	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$22,339,260	\$12,891	\$13,471
Support services - students	\$2,394,815	\$1,444	\$1,826
Support services - instruction	\$1,301,320	\$785	\$972
Support services - general administration	\$913,496	\$551	\$568
Support services - school based administration	\$2,265,519	\$1,366	\$1,274
Central and other support services	\$1,654,578	\$998	\$761
Operation and maintenance of plant	\$3,147,035	\$1,898	\$2,125
Student transportation services	\$2,241,669	\$1,345	\$1,695
Food services	.	.	\$10
Enterprise operations	\$517,926	\$312	\$219
Total	\$36,775,619	\$21,221	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,758,918	28.3	26.4
Instructional Aide Salaries	\$295,114	3.0	10.1
Other Salaries	\$1,520,485	15.6	10.5
Employee Benefits	\$1,728,730	17.7	13.3
Purchased Services Other Than Transportation	\$535,465	5.5	6.8
Special Education Tuition	\$2,058,021	21.1	22.8
Supplies	\$74,985	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$708,205	7.3	8.7
Equipment	\$76,114	0.8	0.2
All Other Expenditures	\$779	0.0	0.1
Total	\$9,756,818	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	26.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	84.0
State	12.5
Federal	3.2
Tuition & Other	0.3

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	21	76.3	21	81.5	7	*
Black or African American	21	57.2	21	51.8	10	*
Hispanic or Latino of any race	103	70.9	103	65.1	37	72.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	12	*	12	*	6	*
White	682	73.1	679	68.4	295	74.3
English Learners/Multilingual Learners	29	72.5	28	72.1	14	*
Non-English Learners/Non-Multilingual Learners	815	72.5	813	67.6	341	73.6
Eligible for Free or Reduced-Price Meals	143	66.0	143	59.2	55	64.1
Not Eligible for Free or Reduced-Price Meals	701	73.8	698	69.5	300	75.7
Students with Disabilities	134	54.5	132	48.3	55	56.7
Students without Disabilities	710	75.9	709	71.4	300	77.1
High Needs	252	63.6	250	58.1	98	64.7
Non-High Needs	592	76.3	591	71.8	257	77.4
All Students - District	844	72.5	841	67.8	355	73.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	88.1	77.9	83.7	75.0	469	81.4
Curl Up	82.6	93.4	97.7	84.0	473	89.9
Push Up	76.9	91.0	86.9	74.0	473	82.7
Mile Run/PACER	78.7	74.6	69.2	54.1	472	69.9
All Tests - District	61.9	60.7	60.5	37.8	467	56.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
White	117	94.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	29	89.7
Students with Disabilities	18	*
All Students - District	133	94.0
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	59	43.4
Male	52	37.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	7	20.6
White	97	44.3
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	9	20.5
Students with Disabilities	*	*
All Students - District	111	40.5
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	90.1	91.5
Male	65.5	91.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	80.2	92.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	61.5	*
Students with Disabilities	*	*
All Students - District	79.4	91.7
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.5	75	48.3	50	96.7	64.7
ELA Performance Index	High Needs Students	63.6	75	42.4	50	84.8	54.9
Math Performance Index	All Students	67.8	75	45.2	50	90.3	61.1
Math Performance Index	High Needs Students	58.1	75	38.7	50	77.5	50.6
Science Performance Index	All Students	73.9	75	49.3	50	98.6	62.6
Science Performance Index	High Needs Students	64.7	75	43.2	50	86.3	52.1
ELA Academic Growth	All Students	63.4%	100%	63.4	100	63.4	60.6%
ELA Academic Growth	High Needs Students	61.8%	100%	61.8	100	61.8	55.7%
Math Academic Growth	All Students	60.8%	100%	60.8	100	60.8	62.3%
Math Academic Growth	High Needs Students	56.9%	100%	56.9	100	56.9	55.9%
Progress Toward English Proficiency	Literacy	70.9%	100%	35.5	50	70.9	58.7%
Progress Toward English Proficiency	Oral	76.4%	100%	38.2	50	76.4	55.7%
Chronic Absenteeism	All Students	11.8%	<=5%	36.5	50	72.9	17.2%
Chronic Absenteeism	High Needs Students	21.1%	<=5%	17.8	50	35.6	24.8%
% Taking CCR Courses	All Students	92.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	40.5%	75%	27.0	50	54.0	47.2%
On-track to High School Graduation	All Students	94.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.0%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	85.3%	94%	90.7	100	90.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	79.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	56.1%	75%	37.4	50	74.8	49.0%
Arts Access	All Students	61.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1143.1	1450	78.8	

Physical Fitness Estimated Participation Rate - District: 95.6% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.6	11.4	16.9	N
Math Performance Index Gap	71.8	58.1	13.8	18.4	N
Science Performance Index Gap	75.0	64.7	10.3	18.2	N
Graduation Rate Gap	94.0%	85.3%	8.7%	8.6%	Y

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.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	98.5
Math	All Students	98.7
Math	High Needs Students	97.8
Science	All Students	97.6
Science	High Needs Students	94.6

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 60.4

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Oxford Public Schools are dedicated to the continuous growth and success of all students, with an ongoing commitment to parent and community engagement.

This year, our improvement plans and outreach activities have been specifically designed to address key areas identified for enhanced student outcomes and family partnership. This past school year, Oxford Public Schools made significant strides in expanding and refining our special education programs. A key initiative was the development of a collaborative transition program for students aged 18-22 with Monroe Public Schools. This partnership creates more opportunities for our older students with disabilities, ensuring a smoother and more comprehensive transition into post-secondary life and independent living.

Furthermore, we deepened our professional development for special education staff. We continued our series with Cooperative Educational Services (CES) to enhance the teaching and learning of developmental therapy for our district-wide specialized classrooms. To bolster the skills of our support staff, the district also utilized the ParaSharp professional development platform, supporting paraprofessional growth in a variety of areas critical to serving students with diverse needs.

To address truancy and foster consistent student attendance, Oxford Public Schools implements focused strategies. A pivotal action was the creation of a Coordinator of Student Conduct position. This role, specifically for grades 6-12, has a direct focus on supporting truancy and positive student behavior, working proactively with students and families to identify and overcome barriers to attendance. In our K-5 schools, we actively participated in the CSDE "School is Better With You" campaign, promoting the importance of regular school attendance from an early age.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Oxford's curriculum offers diverse curriculum and perspectives involving a variety of topics and concepts. Quaker Farms 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. Monthly character education assemblies take place to promote a positive school climate while showing respect for others. Each month the focus is placed on a different character trait (i.e Friendship, Respect, Honesty, Kindness, etc.).

Great Oak Elementary School Town Hall meetings featuring student work, achievements and talents. Many school events contain a cultural theme such as Black History Month, Dr. Martin Luther King Jr., Veterans Day, etc. Social Studies and Literacy integrate topics that address 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. Professional Development on the topics of Cultural Competency and Social and Emotional Learning was provided to all teachers.

Oxford Middle School is involved in various programs stressing diversity and incorporates peer mentoring and peer mediation programs that address areas of conflict and create an environment of understanding. Our school climate committees ensure that our climate and classrooms are bully free. The new Coordinator of Student Conduct position helped to facilitate positive relationships between students.

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Equitable Allocation of Resources among District Schools

All schools participate in the district wide budget process every year. Staff members help create the school based budget by providing input to school administration. The administration presents their budget to the Superintendent and Board. Budgetary items and staffing are discussed with the administration team and with the Board Finance Committee. Over 70 percent of our student body is involved in one or more interscholastic sport or club. The Unified Sports team succeeds annually and serves as a model for other schools in Connecticut. Fine Arts presents concerts and dramatic productions. The operating budget is designed to provide the resources needed to ensure the highest quality education for all students. Our transition program assists students entering the workforce and post-secondary education.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	25.0	32.0
Retired	4	50.0	23.7
Teach/Admin in Other CT Dist	1	12.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	12.5	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	8		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.