

**STRATEGIC SCHOOL PROFILE 2009-10**

High School Edition

**Oxford High School****Oxford School District**

FRANK H. SAMUELSON, Principal  
 GLENN M. LUNGARINI, Asst. Principal  
 Telephone: (203) 888-2468

Location: 61 Quaker Farms Road  
 Oxford,  
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 565  
 5-Year Enrollment Change: N/A

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.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	53	9.4	6.5	27.9
Students Who Are Not Fluent in English	2	0.4	0.3	3.6
Students Identified as Gifted and/or Talented	66	11.7	5.0	5.1
Students with Disabilities	42	7.4	10.1	10.6
Juniors and Seniors Working 16 or More Hours Per Week	17	5.6	12.7	13.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	20.7	17.9	18.9
Biology I	17.8	19.1	19.6
English, Grade 10	22.5	19.5	19.7
American History	18.8	19.3	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 Italian, Latin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	932	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2008-09 School Year	N/A	N/A

**Minimum Graduation Credits**  
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2009	N/A	N/A	N/A

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	N/A	N/A
Chemistry	N/A	N/A
4 or More Credits in Mathematics	N/A	N/A
3 or More Credits in Science	N/A	N/A
4 or More Credits in Social Studies	N/A	N/A
Credit for Level 3 or Higher in a World Language	N/A	N/A
2 or More Credits in Vocational Education	N/A	N/A
2 or More Credits in the Arts	N/A	N/A

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.3	3.4
% of Gifted and/or Talented Students Who Received Services	40.9	21.0	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	88.1	74.7	73.5

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.4	2.4	2.3
% of Computers with Internet Access	100.0	96.2	98.5
% of Computers that are High or Moderate Power	100.0	96.6	97.1
# of Print Volumes Per Student*	8.1	19.4	16.6
# of Print Periodical Subscriptions	38	50	39

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:**

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	39.60
	Paraprofessional Instructional Assistants	4.94
Special Education:	Teachers and Instructors	5.80
	Paraprofessional Instructional Assistants	4.94
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		3.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		11.95

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	9.3	14.5	14.0
% with Master's Degree or Above	74.0	75.0	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.0	5.8	8.1
% Assigned to Same School the Previous Year	70.0	91.8	89.6

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Oxford High School home and school communication is a top priority. Accordingly, the following constitutes the framework for regular home school communication:- All teachers and support staff have e-mail addresses. All students have a school e-mail account.- We have requested and received parent/guardian personal and or work e-mail addresses and have those on file.- Power School Parent Portal is available for school/student information and marketing.- Periodic mailings and quarterly principal newsletters also contribute to maintaining regular communication to parents/guardians.- OHS Booster Club meets on a monthly basis and sponsors school wide activities. In addition, we provide the following to students and their parents/guardians:- Freshman orientation- Meet the Teachers night- Senior class review night- Junior class night- Financial Aid night- PSAT review night - NCAA workshops- College Fair night- In- House college visits- Grade 8 parent/guardian orientation- Parent / Teacher conferences

**SCHOOL DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	2	0.4
Asian American	11	1.9
Black	14	2.5
Hispanic	19	3.4
White	519	91.9
Total Minority	46	8.1

**Percent of Minority Professional Staff : 1.7**

**Non-English Home Language:**

1.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4

**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.

Oxford High School has a number of initiatives in place including, but not limited to, the following: - Diversity Club- Students participated in 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 as 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.- Conducted The Perspectives On Race class with visits to Bridgeport’s Bassick High School.- Students participated in the March Against Violence.-A Unit on Intolerance during the 1920’s and Civil Rights Movement. - Celebrating Women’s History Month.- Social studies efforts to reduce racial, ethnic, etc. (1) Perspective on Race course (2) Ethnic Fair in 11 grade classes (3) Sociology has unit on diversity (4) Participate in Day of Silence

**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 10	57.5	50.4	70.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

<b>Advanced Placement Courses 2008-09</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	3	9.5
% of Grade 12 Students Tested	N/A	22.3
% of Exams Scored 3 or More*	54.4	71.3

\*A score of three or higher is generally required for earning college credit.

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	56.0	45.9	71.1
Writing Across the Disciplines	72.8	59.6	71.7
Mathematics	55.6	48.7	65.3
Science	57.7	45.3	72.6

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."

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

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

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
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	74.6

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	N/A	N/A	% Present on October 1	100.0	94.6
% Employed, Civilian and Military	N/A	N/A			

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 29 students were responsible for these incidents. These students represent 6.9% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	2	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	11	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	25	0
Total	43	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

A CAPT Improvement Team has been organized to analyze, further interpret, and implement a plan of action for the four major areas of CAPT testing. Included on this committee are the Department Chairpersons and the Administration. Selected teachers will attend State Department of Education workshops and report to the faculty information gathered. In addition, we have instituted the following to ensure academic growth and success:- PSAT testing - SAT Prep Classes- CAPT Practice Exercises- Department Chairperson Meetings- Department Meetings- School Improvement Committee- Faculty Advisory Committee- Student Council- SRBI Committee

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Oxford High School opened in September 2007. It is a 21st Century school with all of the corresponding benefits. The building has six computer labs, a library/media center that was designed to be the focal point of the school, an auditorium that seats 700, and six science labs. Our rigorous academic program has three tiers: academic, honors, and advanced placement. Over 90 percent of our students intend to further their education at a two or four year college or university. Oxford High School has applied for acceptance into NEASC, and we expect to go through the full accreditation process in 2013. Over 70 percent of our student body is involved in one or more interscholastic sports. Our fine arts department presents concerts and dramatic productions several times a year. The Oxford High School Booster Club is a parent/teacher organization that works to provide programs and supplements to our arts, athletics and activities departments.

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