

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

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

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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, 2010: 629  
 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	48	7.6	7.2	29.3
Students Who Are Not Fluent in English	6	1.0	0.4	3.6
Students Identified as Gifted and/or Talented	69	11.0	5.5	5.2
Students with Disabilities	34	5.4	10.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	10	3.6	12.6	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	17.0	18.5	18.8
Biology I	22.0	19.1	19.0
English, Grade 10	19.6	19.4	19.1
American History	17.3	19.5	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	1,009

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 2009-10 School Year	58.1	33.4

### 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 2010	24.0	23.9	26.4

% of Class of 2010 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	64.0	92.6
Chemistry	87.7	72.3
4 or More Credits in Mathematics	27.2	66.0
3 or More Credits in Science	65.8	90.1
4 or More Credits in Social Studies	52.6	54.3
Credit for Level 3 or Higher in a World Language	51.8	60.7
2 or More Credits in Vocational Education	88.6	57.4
2 or More Credits in the Arts	30.7	40.5

### Class of 2010

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, physical education

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	0.4	3.5
% of Gifted and/or Talented Students Who Received Services	39.1	21.3	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	91.2	79.0	74.8

### 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	2.6	2.4	2.2
% of Computers with Internet Access	100.0	97.4	99.5
% of Computers that are High or Moderate Power	100.0	98.1	98.2
# of Print Volumes Per Student*	8.3	19.3	16.5
# of Print Periodical Subscriptions	38	46	37

\*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, 34.4% 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	39.80
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.80
	Paraprofessional Instructional Assistants	6.50
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		3.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.25
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		17.75

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	10.4	14.6	14.1
% with Master's Degree or Above	75.5	77.8	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.5	6.8	8.1
% Assigned to Same School the Previous Year	91.8	90.9	90.3

**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.

At 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- Parent information night- Meet the Teachers night- Senior class review night- Junior class night- Financial Aid night- PSAT review night - NCAA workshops- College Fair night- Grade 8 parent/guardian orientation- Parent / Teacher conferences

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	2.2
Black	20	3.2
Hispanic	19	3.0
Pacific Islander	0	0.0
White	576	91.6
Two or more races	0	0.0
Total Minority	53	8.4

Percent of Minority Professional Staff : 1.8

**Non-English Home Language:**

2.4 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 8

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

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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 participate 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 participate in a workshop on real world economics.- The applied science program participates 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.- OHS conducts The Perspectives On Race class with visits to Bridgeport's Bassick High School.- Students participate in the March Against Violence.- OHS conducts a unit on intolerance during the 1920's and Civil Rights Movement. - OHS celebrates 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) Participation in day of silence - The mathematics department provides TI graphing calculators for students in need.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	56.1	51	66.3

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	8	10.6
% of Grade 12 Students Tested	29.9	24.2
% of Exams Scored 3 or More*	56.9	72.5

\*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	50.7	44.7	62.3
Writing Across the Disciplines	70.2	61.2	62.0
Mathematics	55.7	49.5	62.0
Science	61.1	47.0	74.0

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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	504	510	53.8
Critical Reading	502	505	56.0
Writing	514	510	63.0
% of Graduates Tested	71.1	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	96.3	81.8	91.8
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	100.0

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	82.5	84.8	% Present on October 1	97.0	93.8
% Employed, Civilian and Military	3.5	9.1			

### 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 2009-10 school year, 26 students were responsible for these incidents. These students represent 4.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, 1 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	4
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	3
Theft	0	1
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	7
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	4
School Policy Violations	0	24
Total	0	43

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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- NEASC steering and subcommittees

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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.

N/A

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