

2013-2014 District Annual Report

OXFORD HIGH SCHOOL

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Mission

The mission of Oxford High School is to provide a supportive environment in which all students recognize that education is the right, privilege, and responsibility of each individual.

Student Profile

An Oxford graduate will be:

- A knowledgeable individual
- An information organizer
- A reasoner and problem solver
- An effective communicator
- A responsible community member
- A continuous learner

Administration

William C. Skilling, Ph.D.,
Superintendent

Nancy Latowski, Deputy
Superintendent

Pamela Anstey, Assistant
Superintendent for Business &
Finance

James Schwarz, Assistant
Superintendent for Curriculum

Denise Sweat, Assistant
Superintendent of Student Services

Board of Education

Colleen Schultz	President
Carol Mitchell	Vice President
Dan D'Alessandro	Treasurer
Jim Reis	Secretary
Robert Martin	Trustee
Angela Mitchell	Trustee
Kim Shumaker	Trustee



Welcome from the Principals

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Oxford High School.

The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact James Schwarz, Assistant Superintendent of Curriculum, at 248.969.5037 for assistance.

The AER is available for you to review electronically by visiting the following web site: www.oxfordschools.org or you may review a copy from the Principal's office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward School is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels. We have earned the status of "lime" school under the state's new accountability system.

The Oxford High School staff has identified our increasing enrollment due to schools of choice, international students, and relocating families as an arising challenge. Each of these population increases bring ethnic, cultural, and socio-economic pressures not widely present until recent times at Oxford HS. As we move forward, the school community is excited about the collaboration present to rise and meet these challenges and move our students forward in our goal areas of reading, writing, and global problem solving. Teachers, administration, and support staff will work together to serve our students by incorporating best practices and implementing a systemic RTI process. It is expected that these efforts will provide the foundation for student success as we align our curriculum with changing State and local standards to meet the demands of the International Baccalaureate Programme and state testing requirements.

Todd Dunkley, Principal
Dacia Beazley, Assistant Principal
Kurt Nuss, Assistant Principal

Process for Assigning Pupils to the School

Students attend school with neighboring children residing within the district school boundaries.

School Improvement

The third year of our 5-year NCA accreditation cycle has come to a close with the implementation of our goals, strategies, assessments and action plans. This process involved the partnership between staff, students, parents and community. We have begun to implement three goal areas of reading, writing and inquiry which tie directly to International Baccalaureate instruction. Our goals are as follows:

ALL STUDENTS WILL:

- improve their ability to comprehend varied texts in all subject areas;
- improve their writing skills across the curriculum, and
- improve their skills of inquiry into global issues and solutions.

During 2013-2014, we continued to further develop and implement our goals, including staff training, a critical component of the NCA goals process.

Staff participated in 42 hours of professional development. Focus areas included Student Achievement, Common Assessments, Essential Outcomes, Successful Schools Data, Analysis of Assessment Data and International Baccalaureate Authorization Planning.

Using the student profile, our curriculum is continuously monitored and revised according to a five-year curriculum evaluation. During 2013-2014, new curriculum course and content design including engineering growth, biomedical engineering, world language growth, theatre, sign language, and advanced placement courses ensure that students develop effective problem-solving skills in all content areas. Professional development has focused on creating IB unit plans and curriculum. Our Oxford Arts Conservatory has entered its second year of implementation with expansions planned in 2014-2015.

We also continued to implement strategies relative to advancing our Professional Learning Community program which is designed to improve student learning through a common vision, mission and shared goals. The high school earned Diploma Program Authorization from International Baccalaureate. The IB program began full implementation in the fall of 2012.

Specialized Schools

Oxford High School offers Oxford Bridges Alternative High School, an alternative program that offers students a second chance for success by creating an environment for individual learning styles through strong student teacher relationships. The program provides students with the skills necessary for high school graduation and life after high school. Through hard work, determination, and teamwork students learn to trust themselves, and one another, while working towards graduation.

Oxford High School students also have an opportunity to attend the International Academy. The International Academy is a public, tuition-free, high school of choice for students of 14 Oakland County school districts collaborating in consortium with university and business partners. Commencing with ninth grade, it provides a unique blend of rigorous academic standards and practical, career-related learning throughout the 190-day school year. Featuring the world-recognized International Baccalaureate as the centerpiece of its curriculum, it concentrates on preparing students for success past secondary education and the world beyond. Oxford High School had six of our students attend the International Academy in 2013-2014.

Oxford High School juniors and seniors also have the opportunity to enroll at Oakland Schools Technical Campus (OSTC). OSTC is focused on providing students with an education in the career technical and vocational fields. They will attend either the morning or the afternoon session along with students from Pontiac, Avondale, Rochester and Lake Orion school districts. Bus transportation is provided for all students attending OSTC.

Oxford High School provides educational programs, services and support to certified special education students at our school. During the 2013-14 school year, we had eight students who required specialized services outside of Oxford Community Schools. These students attended a school in Waterford School District.

Oxford High School student also have the opportunity to attend Oxford Schools Early College program. Oxford Schools Early College (OSEC) is a rigorous five-year high school, combining the best of the high school and an early college experience. Students have the opportunity to earn up to 60 transferable college credits from Rochester College and Macomb Community College before graduating as an OSEC high school student. Students are accepted into the program through an application bases. The application is based and evaluated on a literacy basis.

Academic Core Curriculum

A core academic curriculum covers all grades, kindergarten through twelve, and describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the National Common Core curriculum, Michigan Grade Level Content Standards and Michigan Merit Curriculum Standards. To access information on the curriculum, please visit our website: <http://www.oxfordschools.org>. Refer to the Administration tab, then Curriculum and Instruction.

Accreditation Status

Oxford High School received full accreditation status in 2013-2014 by North Central Association (NCA). This is in part due to the partnership among staff, students, parents and community. We are currently entering our fourth year in our new accreditation cycle in which we have established school improvement goals in reading, writing and inquiry.

Parent Involvement

Parents are a student's first and most important teachers. During the 2012-2013 school year, 493 (32%) of our high school students' parents/guardians attended fall Parent Teacher Conferences and 392 (25%) attended spring conferences. In 2013-2014, 500 (33%) of high school parent/s guardians attended fall conferences and 280 (20%) of high school students' parents/guardians attended spring conferences.

Postsecondary (Dual) Enrollments

Students enrolled in postsecondary classes for the 2013-2014 school year are:

Semester 1:	54 students
Semester 2:	48 students

The total number of students dual enrolled for the year is 102. This represents 2 percent of junior and senior students enrolled.

College Equivalent Courses Offered

Advanced Placement courses offered during the 2013-2014 school year were:

- Biology
- Calculus
- Chemistry
- English
- English Composition
- Music Theory
- Physics
- Psychology
- Spanish
- Statistics
- US History
- US World History

The total number of students enrolled in the above college equivalent courses (AP) for the year was 482. This represents 9% of junior and senior students enrolled. Of those students, 131 (63.6%) received a score leading to college credit.

Annual Education Report
Oxford High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Oxford High School**

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2012-13	28.6%	27.5%	30.9%	4%	26.9%	46%	23.1%
Mathematics	11th Grade	All Students	2013-14	28.8%	32.1%	36.6%	4.4%	32.2%	39.8%	23.6%
Mathematics	11th Grade	African American	2012-13	5.7%	4.2%	7.7%	0%	7.7%	23.1%	69.2%
Mathematics	11th Grade	African American	2013-14	5.9%	5.6%	7.1%	0%	7.1%	21.4%	71.4%
Mathematics	11th Grade	Asian	2012-13	58.8%	66.7%	66.7%	0%	66.7%	27.8%	5.6%
Mathematics	11th Grade	Asian	2013-14	60.7%	52.4%	52.4%	9.5%	42.9%	47.6%	0%
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	17.6%	21.4%	0%	21.4%	21.4%	57.1%
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	18.8%	21.4%	0%	21.4%	28.6%	50%
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	38.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2012-13	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2013-14	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	33.3%	27.6%	30.3%	4.3%	26%	48.9%	20.7%
Mathematics	11th Grade	White	2013-14	33.5%	33%	37.5%	4.2%	33.2%	41%	21.6%
Mathematics	11th Grade	Female	2012-13	27%	29.6%	32.6%	2.7%	29.9%	46%	21.4%
Mathematics	11th Grade	Female	2013-14	26.5%	27.8%	31.8%	5.1%	26.8%	46.5%	21.7%
Mathematics	11th Grade	Male	2012-13	30.3%	25.4%	29.2%	5.4%	23.8%	45.9%	24.9%
Mathematics	11th Grade	Male	2013-14	31.1%	36.1%	40.7%	3.8%	36.8%	34.1%	25.3%

**Annual Education Report
Oxford High School**

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	13%	17.1%	1.4%	15.7%	42.9%	40%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	13.3%	16.4%	0%	16.4%	39.3%	44.3%
Mathematics	11th Grade	English Language Learners	2012-13	7%	47.6%	50%	0%	50%	20%	30%
Mathematics	11th Grade	English Language Learners	2013-14	6.7%	43.5%	43.5%	4.3%	39.1%	47.8%	8.7%
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	2.9%	4%	0%	4%	24%	72%
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	13%	17.6%	0%	17.6%	17.6%	64.7%
Reading	11th Grade	All Students	2012-13	53.5%	56.7%	60.1%	18.8%	41.3%	27.1%	12.9%
Reading	11th Grade	All Students	2013-14	58.7%	62.2%	66.1%	14.5%	51.6%	18.9%	15%
Reading	11th Grade	African American	2012-13	28.9%	33.3%	46.2%	7.7%	38.5%	23.1%	30.8%
Reading	11th Grade	African American	2013-14	31.3%	27.8%	35.7%	0%	35.7%	28.6%	35.7%
Reading	11th Grade	Asian	2012-13	64.9%	16.7%	16.7%	11.1%	5.6%	33.3%	50%
Reading	11th Grade	Asian	2013-14	71.8%	9.5%	9.5%	0%	9.5%	33.3%	57.1%
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	35.3%	42.9%	7.1%	35.7%	42.9%	14.3%
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	37.5%	28.6%	0%	28.6%	35.7%	35.7%

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Oxford High School
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	63.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2012-13	52.8%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2013-14	58.6%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	59.1%	61%	63.6%	20.4%	43.2%	26.5%	9.9%
Reading	11th Grade	White	2013-14	65%	68.5%	73.1%	16.3%	56.9%	16.6%	10.2%
Reading	11th Grade	Female	2012-13	56%	61.8%	65.4%	21.3%	44.1%	26.1%	8.5%
Reading	11th Grade	Female	2013-14	62.4%	65.2%	69.4%	14.6%	54.8%	18.5%	12.1%
Reading	11th Grade	Male	2012-13	51%	51.6%	54.6%	16.2%	38.4%	28.1%	17.3%
Reading	11th Grade	Male	2013-14	55%	59.5%	63.2%	14.3%	48.9%	19.2%	17.6%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	40.9%	46.5%	12.7%	33.8%	32.4%	21.1%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	48%	54.1%	6.6%	47.5%	23%	23%
Reading	11th Grade	English Language Learners	2012-13	13.2%	4.8%	5%	0%	5%	40%	55%
Reading	11th Grade	English Language Learners	2013-14	19.4%	8.7%	8.7%	0%	8.7%	30.4%	60.9%
Reading	11th Grade	Students With Disabilities	2012-13	19%	17.6%	16%	0%	16%	48%	36%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	30.4%	35.3%	5.9%	29.4%	11.8%	52.9%
Science	11th Grade	All Students	2012-13	25.7%	28.4%	31.6%	10.2%	21.4%	35.7%	32.7%
Science	11th Grade	All Students	2013-14	28.4%	30.6%	33.9%	11.8%	22.1%	29.5%	36.6%
Science	11th Grade	African American	2012-13	3.9%	8.3%	7.7%	7.7%	0%	15.4%	76.9%
Science	11th Grade	African American	2013-14	5.5%	0%	0%	0%	0%	21.4%	78.6%
Science	11th Grade	Asian	2012-13	44.7%	11.1%	11.1%	11.1%	0%	38.9%	50%
Science	11th Grade	Asian	2013-14	48.5%	0%	0%	0%	0%	19%	81%
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	11.8%	14.3%	0%	14.3%	21.4%	64.3%
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	18.8%	14.3%	7.1%	7.1%	21.4%	64.3%
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2013-14	32.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2012-13	21.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2013-14	27.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	30.4%	31.3%	34.6%	10.5%	24.1%	36.7%	28.7%
Science	11th Grade	White	2013-14	33.4%	34.6%	38.5%	12.7%	25.8%	31.1%	30.4%
Science	11th Grade	Female	2012-13	22.5%	24.9%	27.7%	7.4%	20.2%	41.5%	30.9%
Science	11th Grade	Female	2013-14	24.6%	28.9%	33.1%	10.2%	22.9%	31.2%	35.7%
Science	11th Grade	Male	2012-13	28.9%	31.9%	35.7%	13%	22.7%	29.7%	34.6%

**Annual Education Report
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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Male	2013-14	32.2%	32.2%	34.6%	13.2%	21.4%	28%	37.4%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	16.3%	21.4%	7.1%	14.3%	27.1%	51.4%
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	22.7%	27.9%	3.3%	24.6%	23%	49.2%
Science	11th Grade	English Language Learners	2012-13	2.6%	0%	0%	0%	0%	30%	70%
Science	11th Grade	English Language Learners	2013-14	3.3%	0%	0%	0%	0%	17.4%	82.6%
Science	11th Grade	Students With Disabilities	2012-13	5.1%	5.9%	4%	4%	0%	24%	72%
Science	11th Grade	Students With Disabilities	2013-14	5.5%	17.4%	17.6%	5.9%	11.8%	17.6%	64.7%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report

Oxford High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	65.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	67%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	91.9%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	59%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	72%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	73.7%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	94.2%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2013-14	93.2%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	66.5%	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	64.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	58.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	93.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	53%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2012-13	69.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2013-14	69.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2012-13	91.3%	<10	<10	<10	<10	<10

**Annual Education Report
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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	11th Grade	Male	2013-14	89.6%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	61.3%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2013-14	57.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2012-13	91.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2012-13	57.2%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade	English Language Learners	2013-14	65.1%	<10	<10	<10	<10	<10
Reading	11th Grade	English Language Learners	2013-14	85.7%	<10	<10	<10	<10	<10
Science	11th Grade	English Language Learners	2013-14	34.9%	<10	<10	<10	<10	<10

**Annual Education Report
Oxford High School**

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	88.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	89.1%	<10	<10	<10	<10	<10
ELA	11th Grade	All Students	2012-13	85%	<10	<10	<10	<10	<10
ELA	11th Grade	All Students	2013-14	84.3%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	83.1%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	87.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	86.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	89.9%	<10	<10	<10	<10	<10
ELA	11th Grade	White	2012-13	84.3%	<10	<10	<10	<10	<10
ELA	11th Grade	White	2013-14	84.8%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	83.1%	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	87%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	87.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	90.6%	<10	<10	<10	<10	<10
ELA	11th Grade	Female	2012-13	86%	<10	<10	<10	<10	<10
ELA	11th Grade	Female	2013-14	85.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	81.2%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	91.1%	<10	<10	<10	<10	<10

**Annual Education Report
Oxford High School**

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	66.4%	<10	<10	<10	<10	<10
ELA	11th Grade	All Students	2012-13	76.7%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	53.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	65.2%	<10	<10	<10	<10	<10
ELA	11th Grade	White	2012-13	76.4%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	50.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	62.2%	<10	<10	<10	<10	<10
ELA	11th Grade	Female	2012-13	77.3%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	52.4%	<10	<10	<10	<10	<10

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.8%	74.8%
Bottom 30%	District	Mathematics	N/A	21.2%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	101.3%	47.6%
Asian	District	Mathematics	100%	87.2%
Hispanic of Any Race	District	Mathematics	100%	61.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	100%	62.3%
White	District	Mathematics	99.8%	76.2%
Economically Disadvantaged	District	Mathematics	99.8%	57.3%
English Language Learners	District	Mathematics	100%	44.7%
Students With Disabilities	District	Mathematics	98.8%	50%
All Students	School	Mathematics	99.4%	57%
Bottom 30%	School	Mathematics	N/A	2.1%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	99.3%	60.5%
Economically Disadvantaged	School	Mathematics	98.4%	42.4%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.8%	90.8%
Bottom 30%	District	Reading	N/A	69.5%
American Indian	District	Reading	<30	<30
African American	District	Reading	100%	77.1%
Asian	District	Reading	100%	94.9%
Hispanic of Any Race	District	Reading	100%	88.5%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	100%	90.2%
White	District	Reading	99.8%	91.2%
Economically Disadvantaged	District	Reading	99.8%	83.2%
English Language Learners	District	Reading	100%	84.2%
Students With Disabilities	District	Reading	98.8%	64.6%
All Students	School	Reading	99.4%	87.9%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	N/A	59.6%
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	99.3%	89.7%
Economically Disadvantaged	School	Reading	98.4%	78%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.7%	48.3%
Bottom 30%	District	Science	N/A	0.3%
African American	District	Science	100%	20%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	100%	34.1%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	99.7%	49.8%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Science	99.5%	28.8%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	99%	18.2%
All Students	School	Science	99.4%	60.8%
Bottom 30%	School	Science	N/A	1.1%
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Native Hawaiian or Other Pacific Islander	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	99.3%	64.4%
Economically Disadvantaged	School	Science	98.4%	47.5%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.7%	66.6%
Bottom 30%	District	Social Studies	N/A	11.7%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	100%	29.7%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	100%	62.2%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	99.6%	68.3%
Economically Disadvantaged	District	Social Studies	99.3%	50.9%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	100%	32.9%
All Students	School	Social Studies	99.5%	70.7%
Bottom 30%	School	Social Studies	N/A	2.2%
American Indian	School	Social Studies		
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	99.4%	71.2%
Economically Disadvantaged	School	Social Studies	98.8%	69%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.7%	80.1%
Bottom 30%	District	Writing	N/A	34.7%
African American	District	Writing	<30	<30
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	100%	74.3%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	99.5%	81.1%
Economically Disadvantaged	District	Writing	99.6%	64.3%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	99%	36.6%
All Students	School	Writing	99.4%	83%
Bottom 30%	School	Writing	N/A	43%
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	99.3%	83.8%
Economically Disadvantaged	School	Writing	98.4%	70.7%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	90.3%
White	District	91.4%
Economically Disadvantaged	District	84.6%
Bottom 30%	District	91.7%
All Students	School	94.8%
White	School	95.6%
Economically Disadvantaged	School	89.1%
Bottom 30%	School	92.7%

* All data based on students enrolled for a full academic year.



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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96.2%

** All data based on students enrolled for a full academic year.*

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Oxford Community Schools	Oxford High School		Green	2	Green	2	Green	2	Green	2	Green	2	Lime	40

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	22	63	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	0	0
Two or More Races		0	0	0	0
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0