



2023-2024 Annual Education Report

Oxford High School

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www.oxfordschools.org

Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

Vision

To create a world-class education today to shape tomorrow's leaders

Administration

Dr. Vickie Markavitch,
Interim Superintendent

Sam Barna, Assistant Superintendent
of Business & Maintenance

Anita Qonja-Collins, Assistant
Superintendent of Elementary
Instruction

Ryan Reid, Assistant Superintendent
of Human Resources

Steve Wolf, Assistant Superintendent
of Secondary Instruction

Board of Education

Erin Reis	President
Amanda McDonough	Vice President
Mary Hanser	Treasurer
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Colleen Schultz	Trustee
Heather Shafer	Trustee
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January 31, 2024

Dear Parents and Community Members

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Oxford High School (OHS). 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 Dacia Beazley, principal of Oxford High School for assistance. The AER is available for you to review electronically by visiting [this link](#), or you may review a copy in the main office at your child's school.

For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Oxford High School offers a variety of comprehensive programming, curriculum, and student pathways towards graduation. Our approach to supporting students along this journey is also comprehensive, where we have focused our efforts in meeting the needs of the Whole Child. This includes our student's academic growth as well as their mental and social emotional health. We offer a robust and rigorous curriculum up to Advance Placement courses, IB Diploma Programme courses and an Early College program (OSEC) which allows our students to earn credits towards college.

Additionally, our students have the opportunity to explore various Visual and Performing Arts classes, as well as ten different Career Technical Education programs. We help students identify their interests, talents, and career aspirations through an intentional Educational Development Plan, which provides direction for our students to explore our various programs and curriculum offerings. We use student performance data to make instructional decisions by identifying our students' needs in various measures, including standardized tests and local assessments, to identify instructional strategies for academic growth. We measure and identify curriculum standards, concepts, student skills and content knowledge within our common assessments. This has allowed for ongoing monitoring and measurement of student and teaching progress throughout the school year.

State law requires that we also report additional information:

Process for Assigning pupils to the school

Resident students who live within the physical boundaries of Oxford Community Schools may attend Oxford High School. In addition, the school was open to Schools of Choice students who meet the legal eligibility requirements and registration timelines.

Status of 3-5 Year School Improvement Plan

Oxford High School is accredited by Cognia. Our school participated in an external review for successful reaccreditation during the 2020-2021 school year. OHS has aligned our School Improvement Plan strategies to support our district Continuous Improvement Plan (MICIP) plan, with goals in Reading, Writing, Math, Science, Social Studies, SEL and Global Awareness. The themes running through each of these goal areas are reading, writing, and problem solving across the curriculum.

A Brief Description of each Specialized School

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2022-2023 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

Academic Curriculum

A core academic curriculum includes 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 Michigan Academic Standards. To access curriculum information please visit our district website or contact the principal of your child's school.

Aggregate Student Achievement for nationally normed assessments

The table below shows the percentage of students in each grade level at the school who scored higher than the 30th percentile in the nation in the Fast Bridge aReading and aMath screening assessments in the Spring screening window of school years 2021-22 and 2022-23:

OHS Mean SAT Composite Score	
2021-2022	2022-2023
1006	980

Parental Participation

2022-2023: 389 (24.1%) high school students were represented by parents/guardians at fall conferences.

2021-2022: 424 (25%) high school students were represented by parents/guardians at fall conferences.

Postsecondary Enrollments/College Equivalent Courses

Postsecondary Enrollment:

2022-2023 school year: 263 students/16.2%

2021-2022 school year: 237 students/13.4%

College equivalent (AP/IB) courses offered:

2022-2023 school year: 40

2021-2022 school year: 40

Students enrolled in college equivalent (AP/IB) courses:

2022-2023 school year: 467 / 28.9%

2021-2022 school year: 488 / 28.9%

Students in college equivalent courses who receive a score leading to college credit:

2022-2023 school year: 168 / 52%

2021-2022 school year: 203 / 41.2%

With International Baccalaureate ideology at the base of our instructional model, OHS boasts a global approach to learning and teaching. Our instructional methods revolve around best practices, and our professional development is ongoing throughout the school year. We offer our students a range of programming and pathways that extend beyond their time in Oxford. We take pride in creating many opportunities for our students which will allow them to discover their talents and passion. We also take pride in building strong relationships, as this is the foundation of all things within our High School. We aim for a student-centered approach to teaching to meet the social and emotional needs of our learners. Our community and parental involvement are a key component in the positive school culture we strive to maintain. It is no secret that we are successful as a school and district because of the strong support and unity of our extended community.

Sincerely,

Dacia Beazley, Principal

