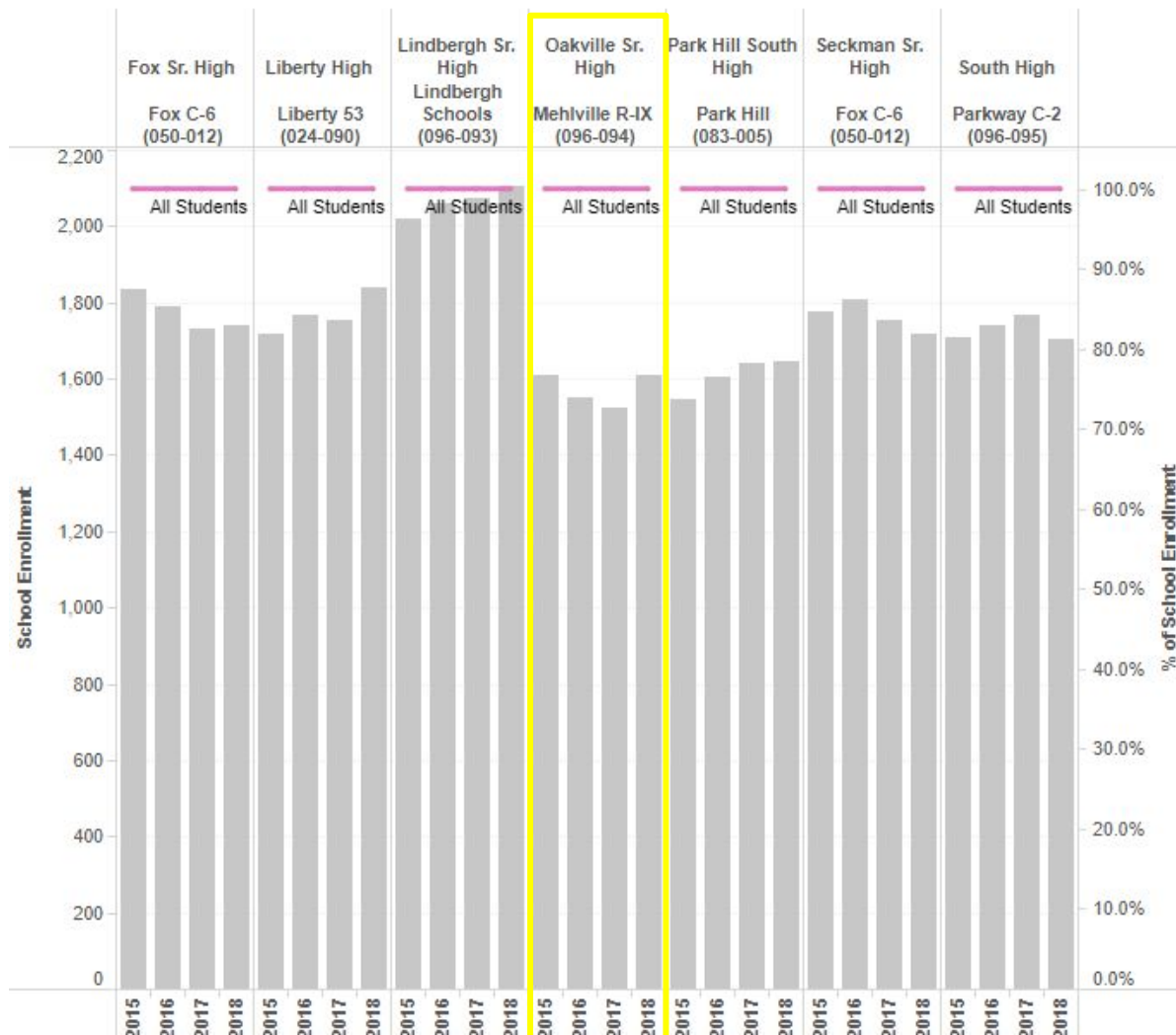# The Story of Our HouSe

Oakville High School

Enrollment

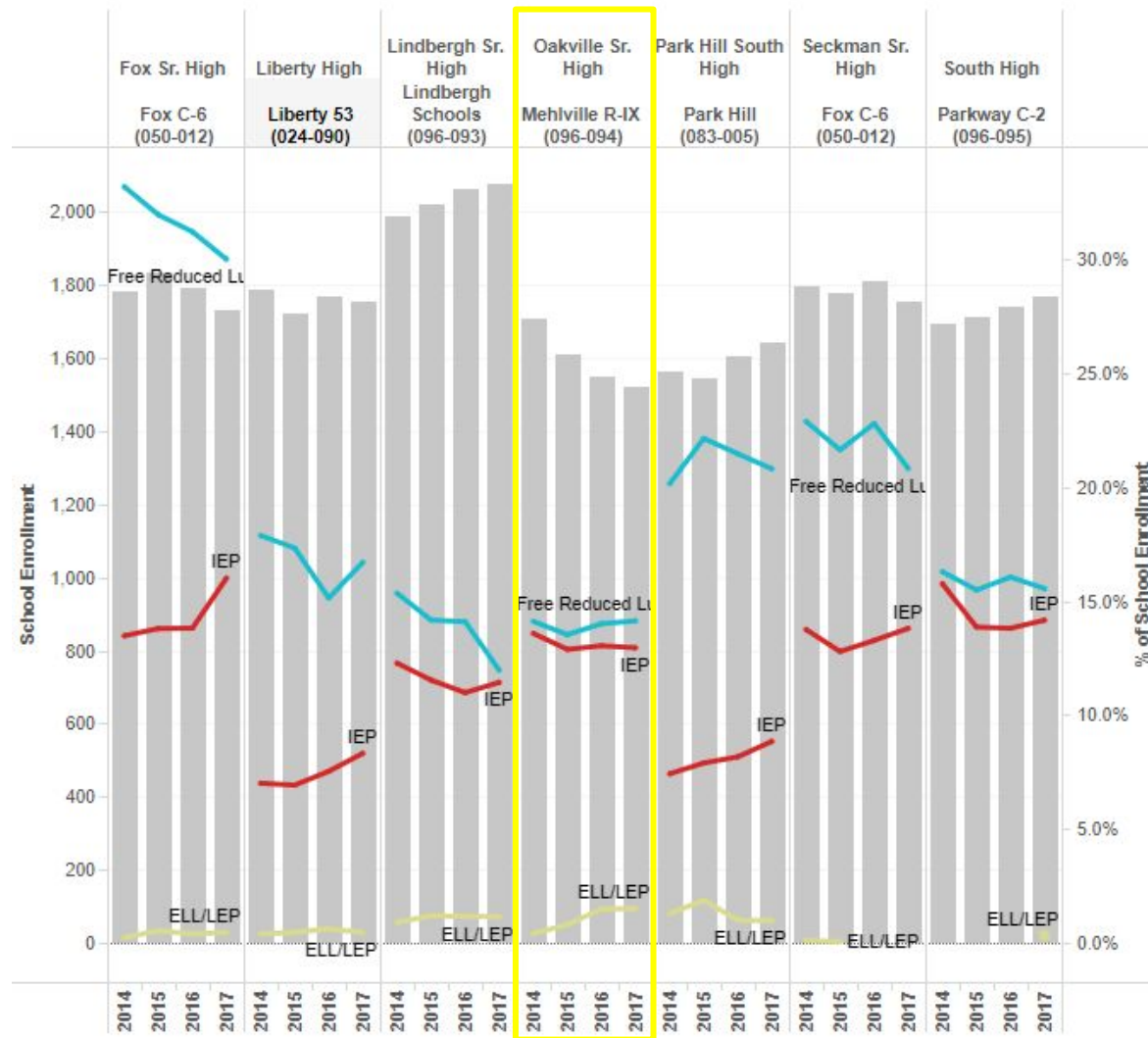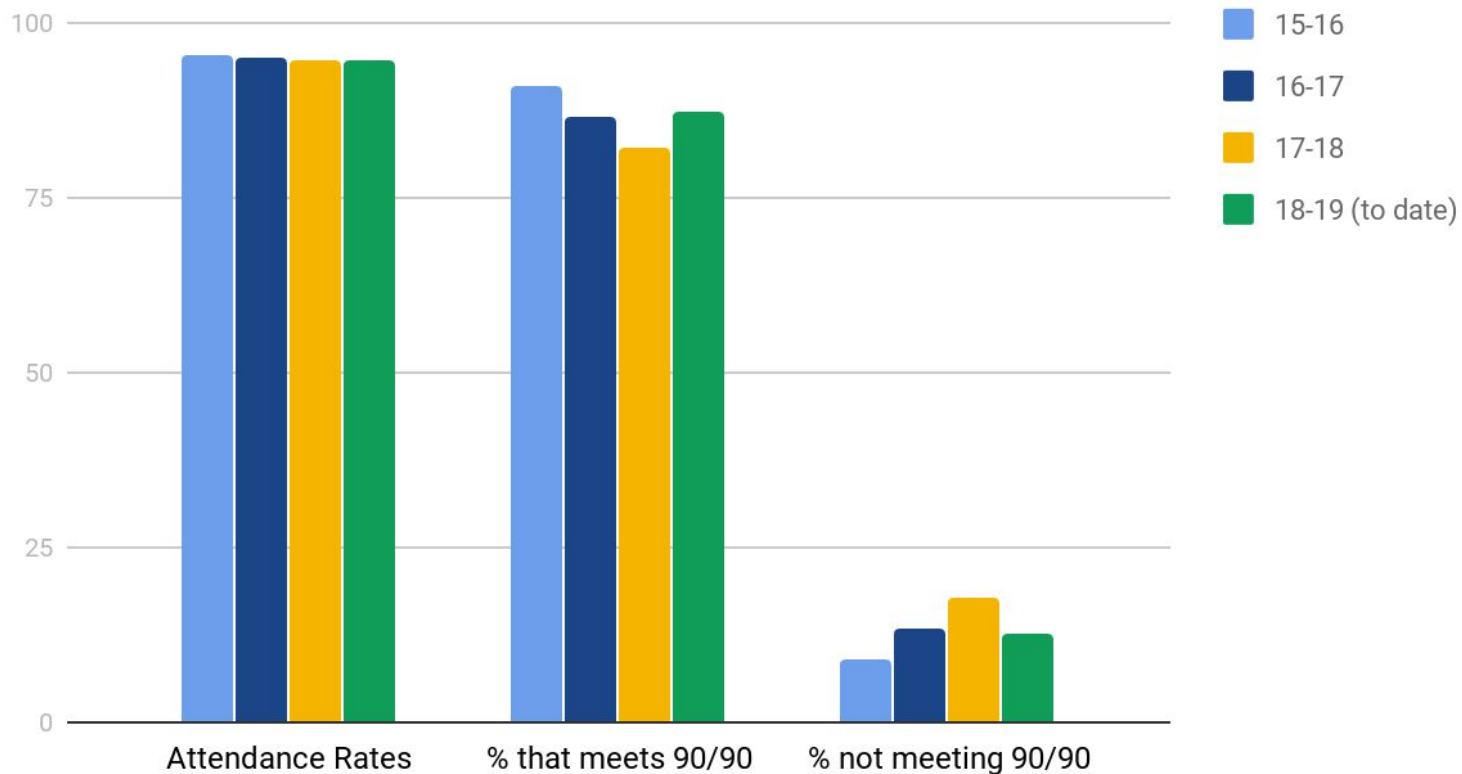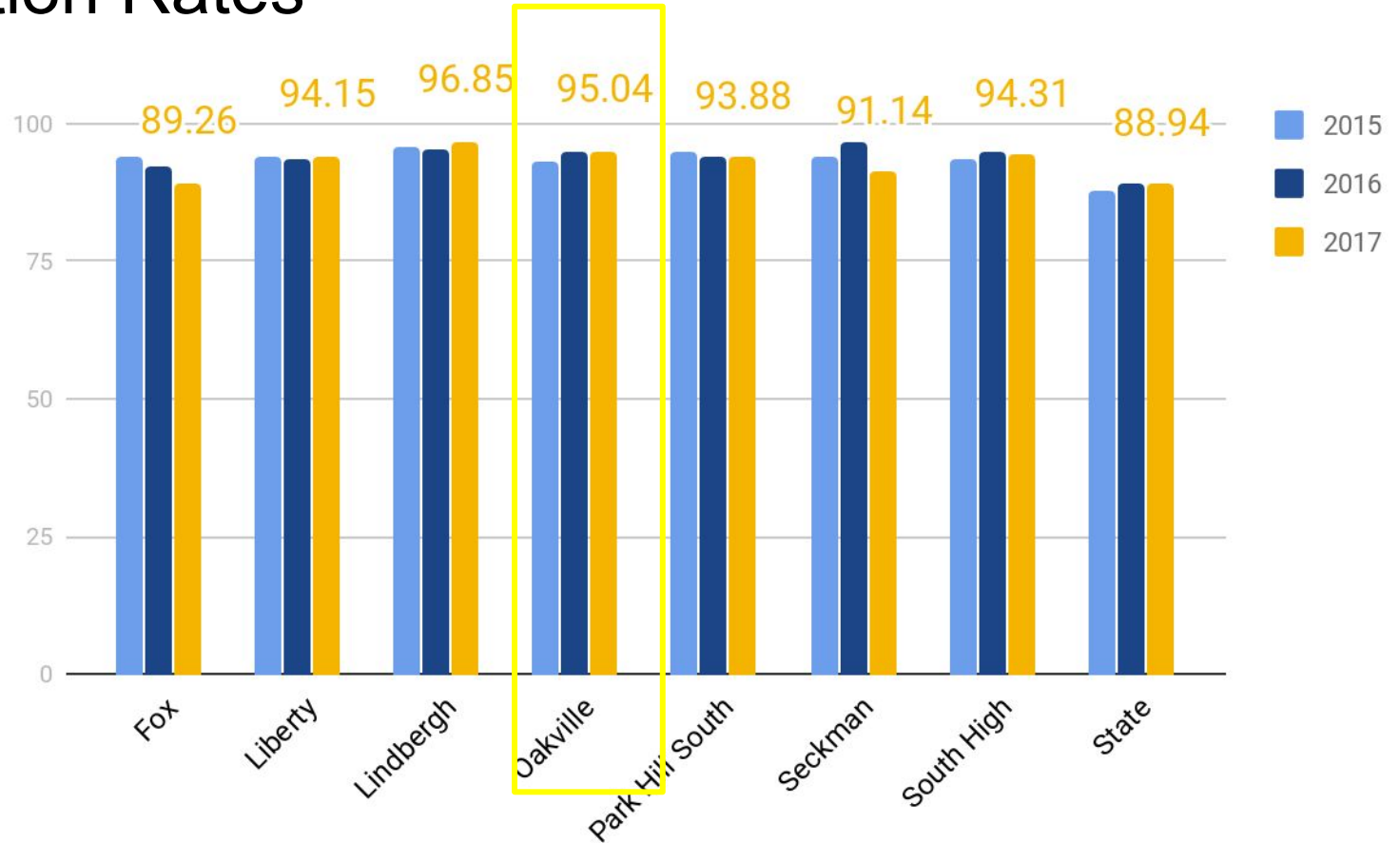# Ethnicity

F/R Lunch
ELL/LEP
IEP

Attendance Data

Graduation Rates

Discipline numbers

Students with zero referrals as of December 6th:
1466 out of 1659 (88.4%)

Of the 192 students who have received referrals this year, 130 of them have received 1 or 2.

That means 96.2% of our students have 0-2 referrals.

Total referrals August-November	
Year	Events
16-17	523
17-18	700
18-19	472

Incident	Event Count	% of School
UNEXCUSED TARDIES	164	33.4%
MISSED DETENTION	45	9.2%
SKIPPING CLASS	32	6.5%
MISSING ASSIGNMENT	26	5.3%
Cell Phone Misuse	25	5.1%
INSUBORDINATION	20	4.1%
CLASSROOM DISRUPTION	19	3.9%
DISRESPECT	18	3.7%
INAPPROPRIATE BEHAVIOR	14	2.9%
CD POSSESSION OF TOBACCO & PARAPHE.	13	2.6%
PLAGIARISM	12	2.4%
NOT WORKING IN CLASS	11	2.2%
LEAVING CLASS W/O PERMISSION	10	2.0%
LAPTOP LOANER	10	2.0%
FIGHTING	8	1.6%
OTHER MISC discipline incidents	7	1.4%
VERBAL ALTERCATION	4	0.8%
THREATENING PEOPLE	4	0.8%
PROFANITY/INAPP LANGUAGE	4	0.8%
SMOKING (SECONDARY)	3	0.6%
SKIPPING SCHOOL	3	0.6%
NO ASSIGNMENT SHEET	3	0.6%
CD POSSESSION OF DRUGS	3	0.6%
UNEXCUSED ABSENCES	2	0.4%
THEFT	2	0.4%
SEXUAL MISCONDUCT	2	0.4%
SCHOOL DISRUPTION	2	0.4%
POSS. OF DRUG PARAPHERNALIA	2	0.4%
MISCONDUCT	2	0.4%
LAPTOP VIOLATION	2	0.4%
HITTING - STUDENT	2	0.4%
HARASSMENT / BULLY - UNDEFINED	2	0.4%

Extracurricular numbers

	2015-2016		2016-2017		2017-2018	
Enrollment	1583		1515		1609	
MSHSAA Athletic	591	37%	538	36%	491	31%
MSHSAA Activity	275	17%	143	9%	284	18%
Clubs	333	21%	460	30%	408	25%
College-Bound Athletes	13		15		17	

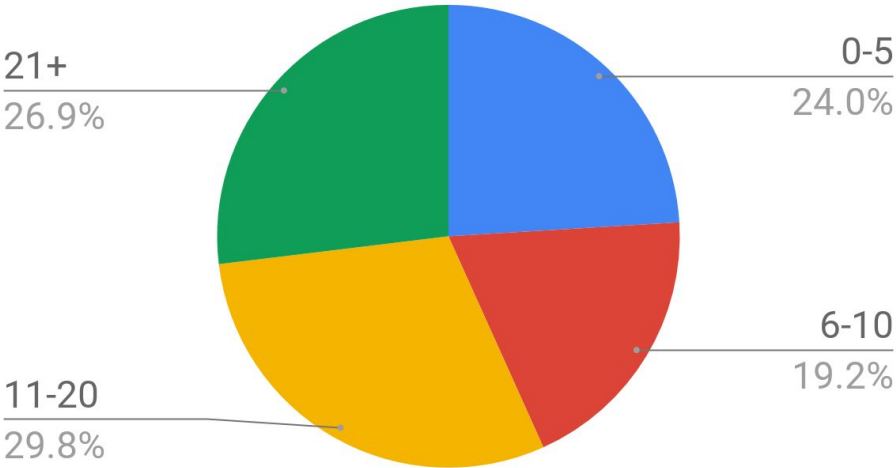|	2015-2016	2016-2017	2017-2018
Student-Athlete GPA	3.37	3.36	3.36
Overall Student GPA	3.012	3.058	3.017

Staffing:

STEAM Innovators--16

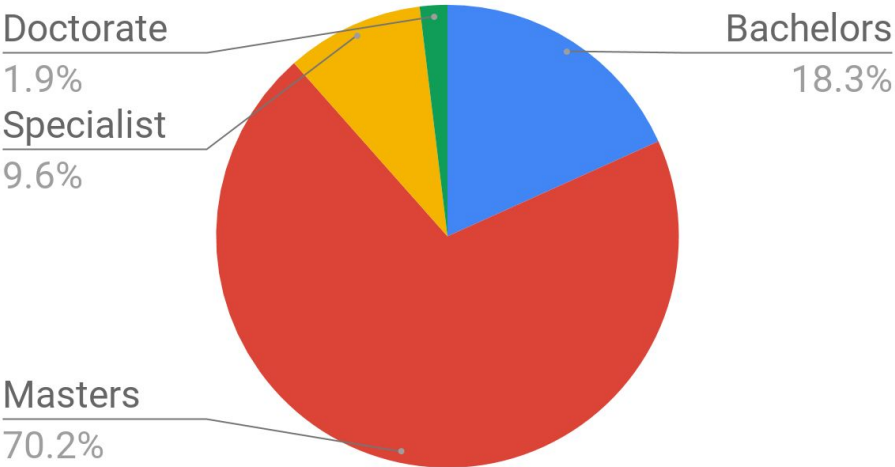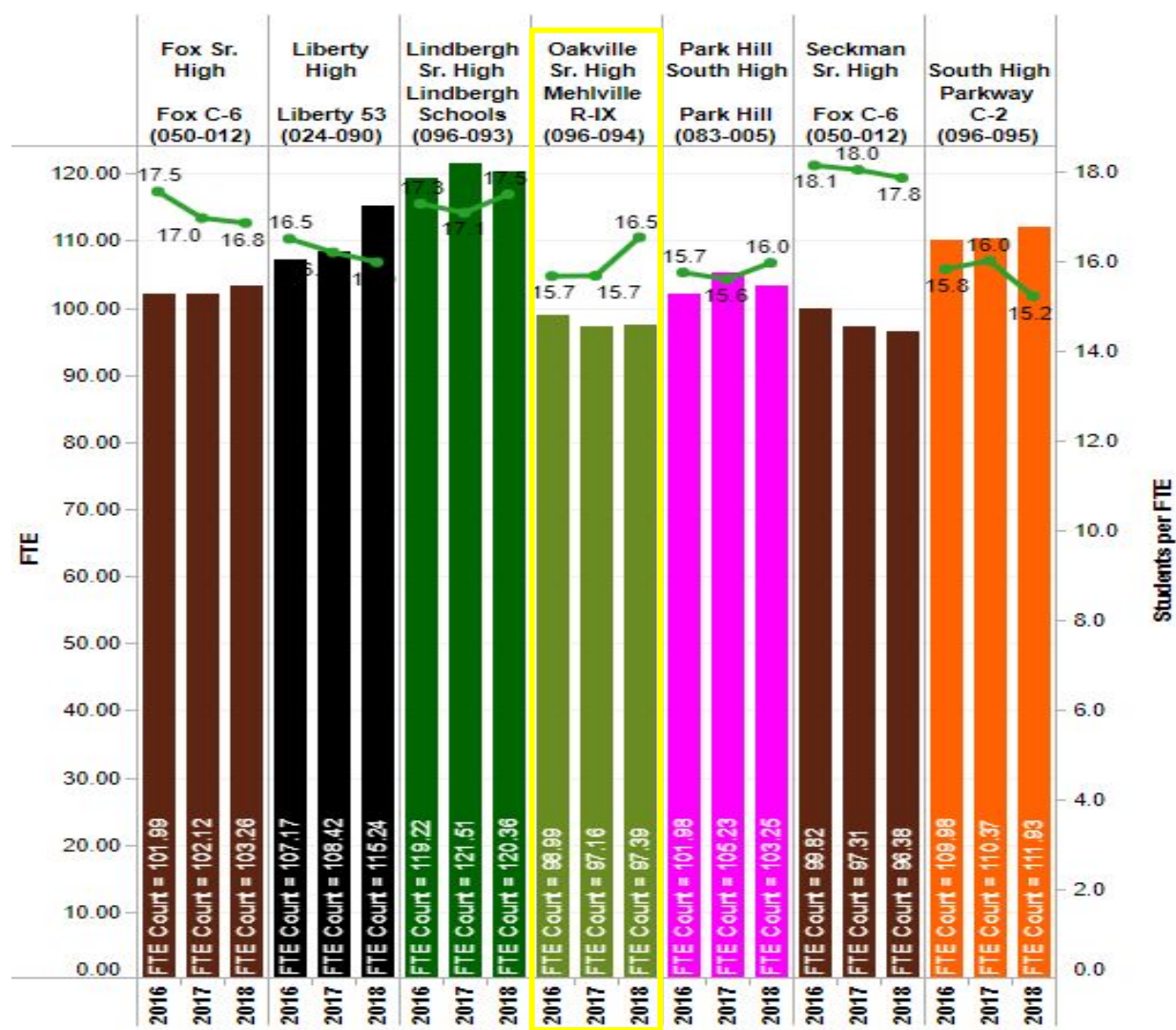|	
Teachers in Building	104
Teachers' Years of Experience	1,434
Average years of experience	13.79
Years of service in district	1,185
Average years of service in district	11.39

Staffing:

Teachers' Years Experience

0-5
24.0%

6-10
19.2%

11-20
29.8%

21+
26.9%

Highest Degree Earned

Bachelors
18.3%

Doctorate
1.9%

Specialist
9.6%

Masters
70.2%

Teacher/Pupil Ratio

Oakville's Mission and Vision

MISSION

Oakville High is a community of high achievers equipped for real world success.

VISION

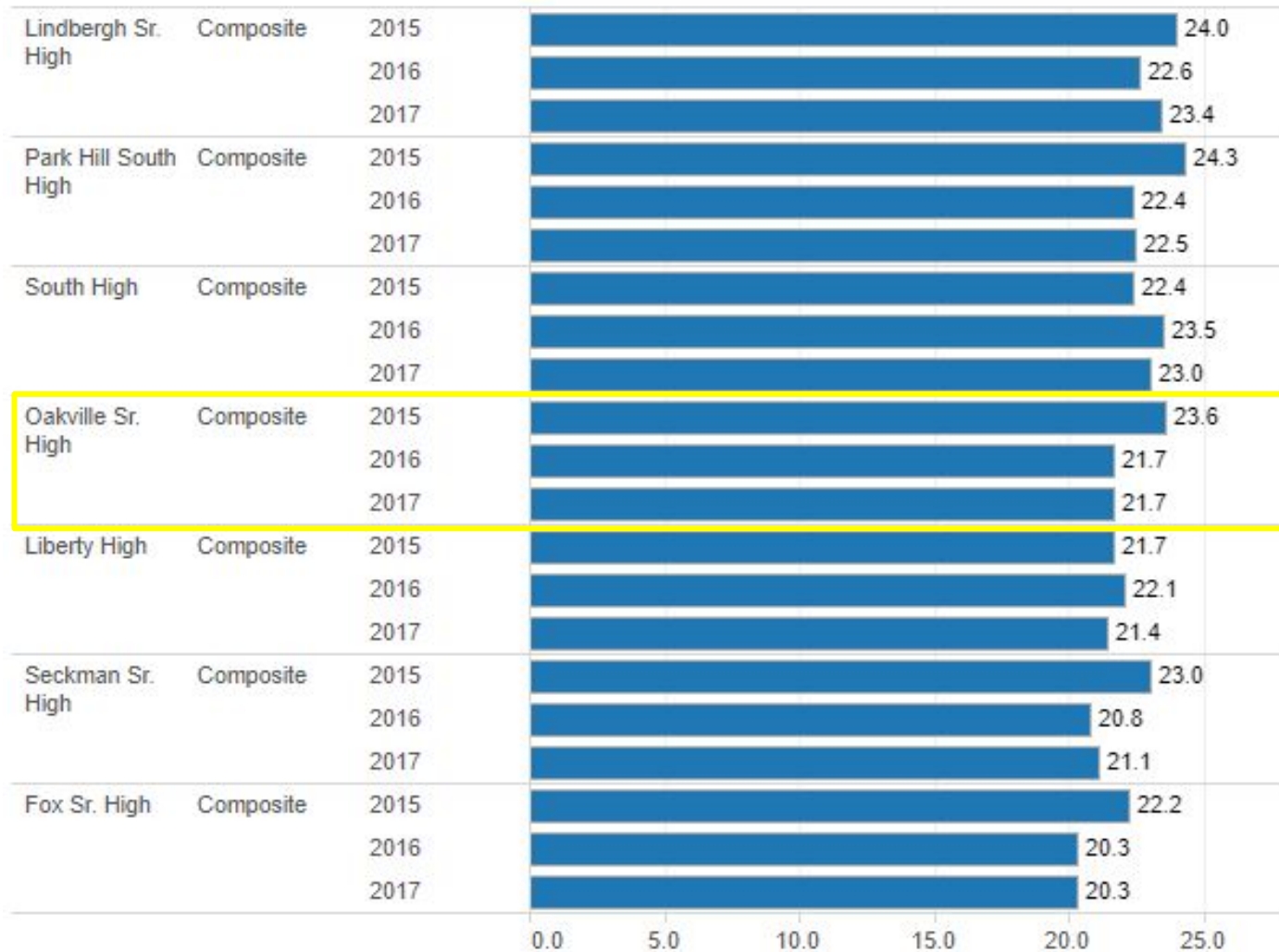Because of what we do, our students will be prepared for the future.

School Improvement goals

- Promote enhanced student engagement to achieve 90% or higher on Instructional Practices Inventory (IPI)

- Utilize individual student attendance data in SIS Pulse to ensure 90% of students regularly attend school.

- Increase composite ACT to 22 and improve subtest scores from previous year.

- Monitor percent of graduates who attend post-secondary training, are in the military, or complete career education programs and are placed in occupations directly related to their training.

- Utilize SIS earned credit reports to ensure 100% of students successfully complete high school.

- Contribute to the district focus on balanced budget and cash reserves by reducing kilowatt hours of electricity used in the building.

- Utilize building PD and other appropriate funds to support teacher professional growth.

- Maintain or exceed the percentage of students enrolled in AP, Dual Credit, and/or PLTW classes to at least 60%

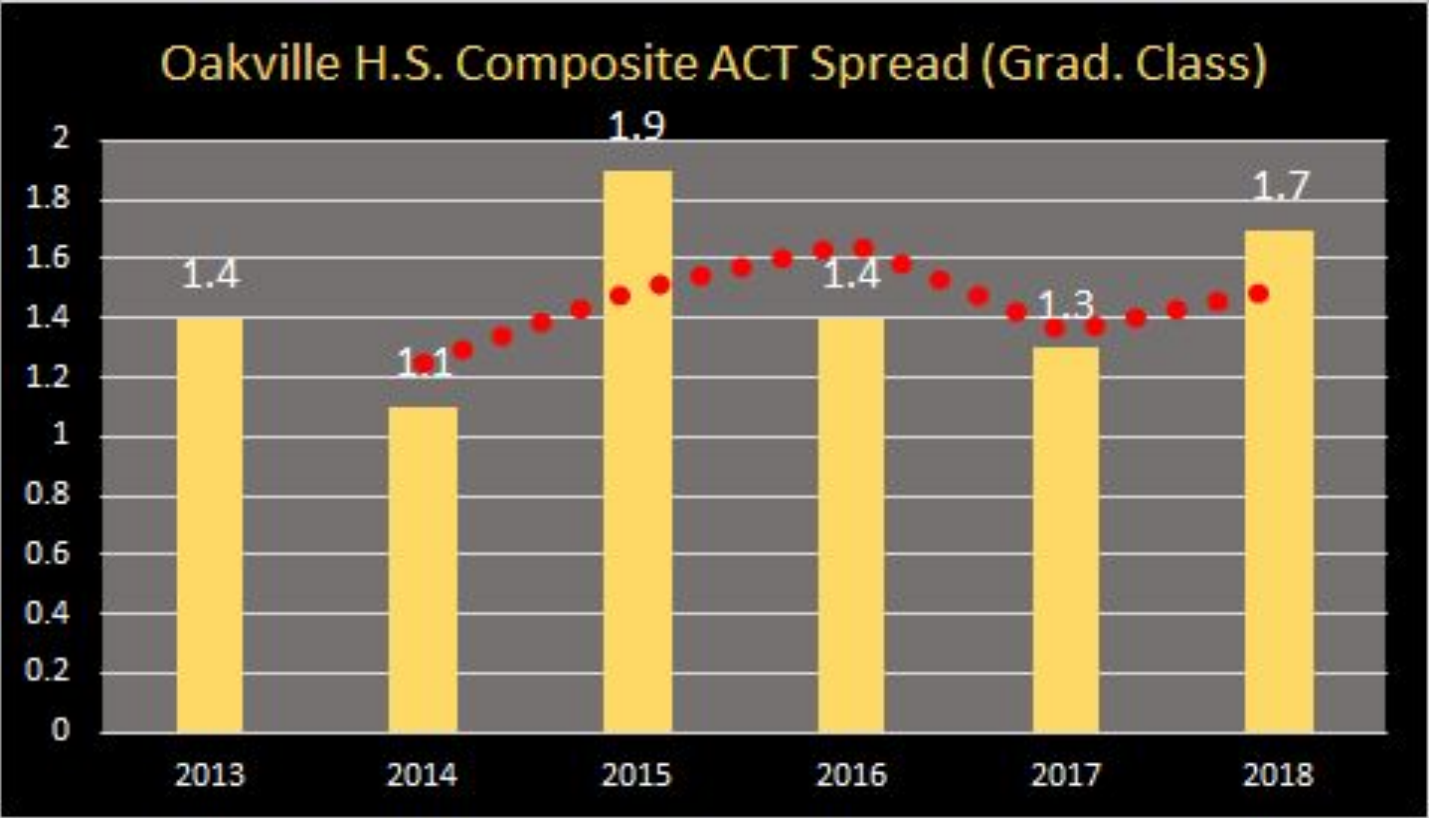- Measure students achievement using pre/mid/post assessments.

ACT Trends

School		Year	Composite
Lindbergh Sr. High	Composite	2015	24.0
		2016	22.6
		2017	23.4
Park Hill South High	Composite	2015	24.3
		2016	22.4
		2017	22.5
South High	Composite	2015	22.4
		2016	23.5
		2017	23.0
Oakville Sr. High	Composite	2015	23.6
		2016	21.7
		2017	21.7
Liberty High	Composite	2015	21.7
		2016	22.1
		2017	21.4
Seckman Sr. High	Composite	2015	23.0
		2016	20.8
		2017	21.1
Fox Sr. High	Composite	2015	22.2
		2016	20.3
		2017	20.3

0.0   5.0   10.0   15.0   20.0   25.0

Building ACT Data: Composite (all grads) Spread

Test Date (Graduating Class)	OHS Composite	State Composite	Spread	Change in Our Spread
2013	22.9	21.5	1.4	-
2014	22.9	21.8	1.1	-.3
2015	23.6	21.7	1.9	+.8
2016	21.6	20.2	1.4	-.5
2017	21.7	20.4	1.3	-.1
2018	21.7	20.0	1.7	+.4

Building ACT Data: Composite (all grads) Spread Trend

Moving Average

Oakville H.S. Composite ACT Spread (Grad. Class)

Class of 2019 Most Recent ACT Scores

ACT Scores Class of 2018

Departmental Action Plans

Science Subtest Standards (24-27 Score Range)

Evaluation of Models, Inferences, and Experimental Results

Department: __Art_____

SIP Year: 2018-2019

Standards	Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text.
	Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why
	Identify the strengths and weaknesses of models
	Determine which models are supported or weakened by new information
	Determine which experimental results or models support or contradict a hypothesis, prediction, or conclusion

Standard:

Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why

Art Department Action Plan:

- ❖ Teacher will introduce a lesson.
- ❖ Students will formulate a hypothesis about what the project will look like and the process to get there.
- ❖ Students will create their end product/artwork.
- ❖ Students will formulate a conclusion about their finished product and explain how their product matches or changed from their original hypothesis.
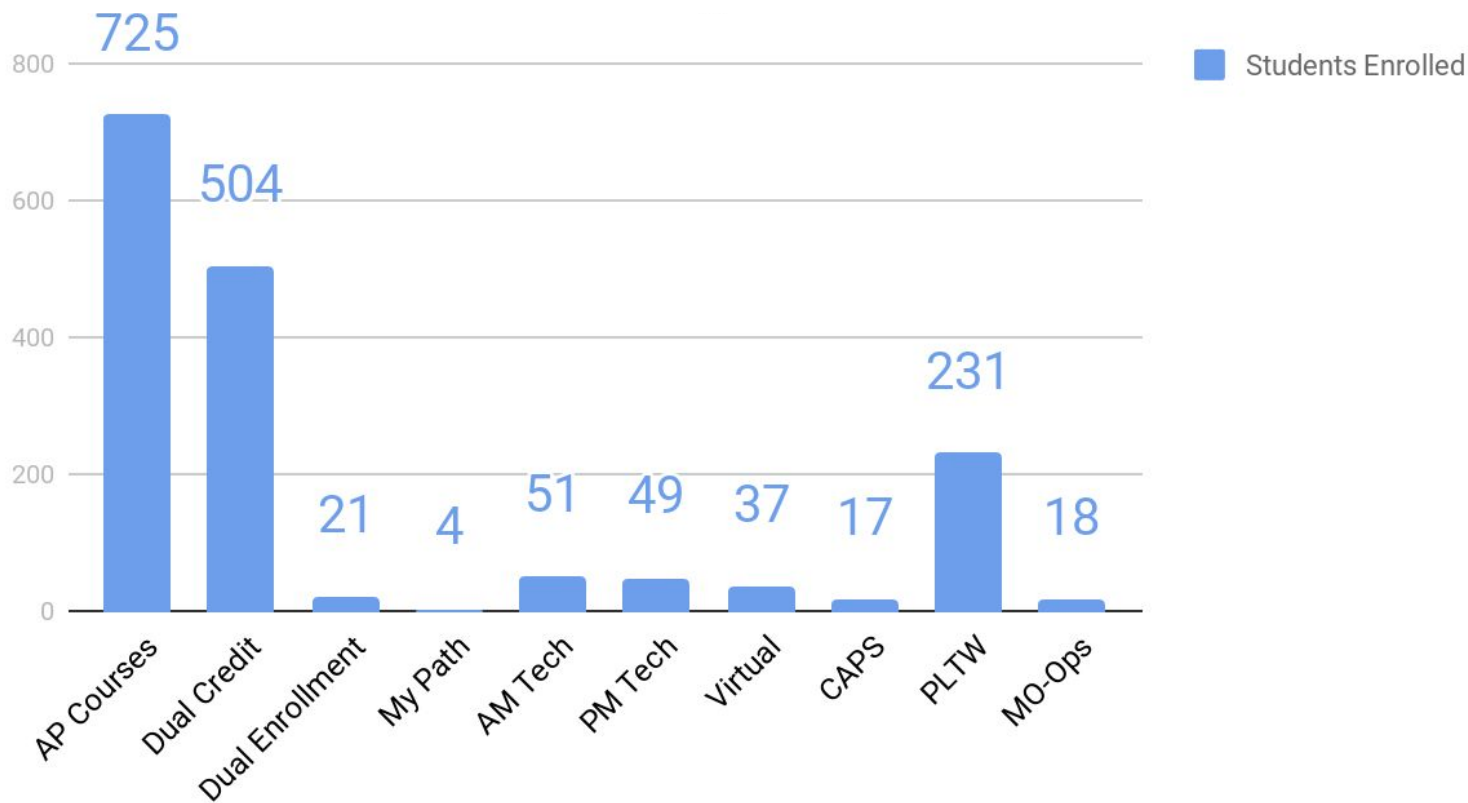
	2017	2018
Interpretation of Data	64%	44%
Scientific Investigation	49%	47%
Evaluation of Model and Inferences	53%	37%

Ensuring 100% of students successfully complete high school--Intervention Programs and Options

- Tier Program Expansion
  - Juniors and Seniors
  - Freshman and Sophomores
  - Seminars/ANP
- MO-Options

- PLL and Virtual
- MyPath
- CAPS
- South Tech
- Early College Academy
- AP, Dual Enrollment/Credit
- PLTW

Enrollment in Student-Choice Programs

Continuous Teacher Professional Growth

English
What's New in Adult Young Literature (2 Teachers)

Science
National Science Teachers Association Conference (5 Teachers)
- $800 support from District PD Budget

SLU Dual Credit Conference

Social Studies
National Council for the Social Studies Annual Conference (2 Teachers)
- Funded through a Lean Into Learning Grant (Teacher applied and received)

Think Like a Historian (1 Teacher)

Electives & Guidance
Trauma Informed Primer (1 Counselor)
Digital Citizenship Summit (Sent a team)
MSCA Fall Conference (1 Counselor)
What's New in Adult Young Literature (2 Librarians with 1 split with MHS)
Leaning Forward (1 Teacher)
Gateway Air Conditioning Contractors (1 Teacher)
Glaze Materials and Applications (1 Teacher)
METC (1 Teacher)
Missouri Music Educators Conference (4 Teachers)
BRAP Online (1 Counselor)
Embedding Formative Assessment within the Reading Process (1 Teacher)

Early-dismissals: 4E Crisis Training (4 hours), Dyslexia Training, Instructional Strategies (PBL), Department Collaboration, Etc., STEAM innovators, Instructional Innovators Academy graduates have presented to staff
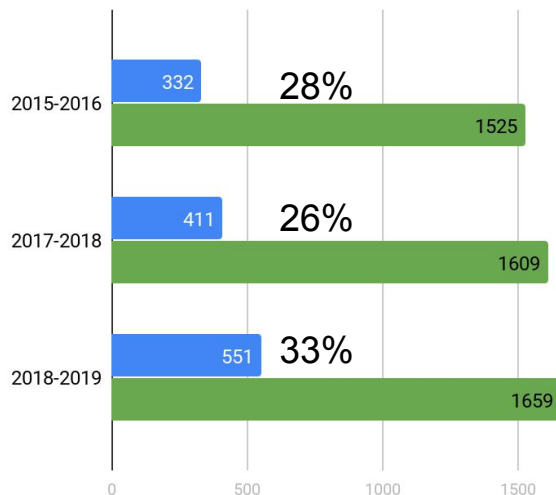
Portrait of a Graduate

	Creative and Critical Thinker	Self-Aware	Persistent	Communicator	Ethical and Global Citizen
ELA	Students worked together to develop an AP style "team essay" requiring them to "generate, share, and connect ideas to find solutions" to answering their thesis statements.	When vocab scores were inconsistent, students completed a self-assessment of their personal study habits. They examined goals set for themselves and determined a plan for meeting that goal.	When vocab scores were inconsistent, students completed a self-assessment of their personal study habits. They examined goals set for themselves to make a strong finish to the lengthy unit.	Students complete essays using peer and teacher feedback for development. Teacher shared expectations of being a strong communicator with students before and during the development of each presentation and essay.	In studying turn-of-the-century rural China, students examined concepts of being an ethical citizen of a community and how a character changes based on his environment. Students used that information to compare with modern American society with themselves as experts.

Mental Health numbers

Diagnosed Mental Illness by Year
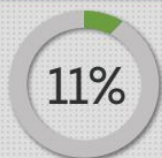
Students with Documented Illness

Total Students

2015-2016: 332 | 28% | 1525

2017-2018: 411 | 26% | 1609

2018-2019: 551 | 33% | 1659

Students with IEP with mental health diagnosis	114
Students on Social-Worker's Caseload	53

Suicide

3rd

Suicide is the 3rd leading cause of death in youth ages 10 - 24.[1]

90%

90% of those who died by suicide had an underlying mental illness.[1]

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.[1]
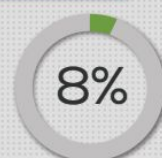
20%

20% of youth ages 13-18 live with a mental health condition[1]

11%

11% of youth have a mood disorder[1]

10%

10% of youth have a behavior or conduct disorder[1]

8%

8% of youth have an anxiety disorder[1]

nami
National Alliance on Mental Illness
www.nami.org