

SCHOOL REPORT CARD

for the 2006-2007 school year

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Conner Middle School

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School Enrollment: 916

Our School Council

Linda Viox	Julianne Wyatt
D'Anna Kloeker	Julie Hansel
Mike Reeves	Missy Bell

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: Conner Middle School is a rural/suburban school located in Northern Kentucky, with an enrollment of approximately 900 students. Our population consists of a full range of socio-economic levels including a free/reduced lunch population of approximately 24%. CMS has a strong history of academic achievement and stands as one of only five middle schools in the state of KY that has achieved their state testing goal for the past eight biennia. CMS staff is committed to making sure each student is successful and meets a high level of learning, which is demonstrated daily in each classroom and expressed further during the time built into the school day to address students who are not learning at a satisfactory level. Our CMS model of professional values (Collaborate within the school community, Model positive behavior, respect, and responsibility, and Support and demonstrate lifelong learning) allows us to be successful in working toward continuous improvement.

How Our School Ensures Educational Equity: Conner Middle School believes in equal educational opportunities for all students. Many programs are offered to meet these varying needs. For instance, learning disabled students can receive instruction in a resource setting or in a collaborative classroom. The Title I program is offered for students with learning deficits in the areas of mathematics and reading. Assistance for all students is offered through in-school and after-school tutoring with small group, one-on-one, and computer assisted remediation. Gifted students' needs are met through instructional extensions, leadership opportunities, and advanced classes including Math and Technology. LEP (Limited English Proficiency) offers English language training for non-English speaking students

Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Metro Street
Frankfort, KY 40601

CBP000033
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: The Academic Governor's Cup Varsity Team won 1st place in District competition and won 3rd place in Regional competition. The Math Counts Team finished 2nd in the Region.

Extracurricular Activities: Basketball, Volleyball, Competition and Regular Cheerleading, Dance Team, Academic Team, Future Problem Solving Team, Math Counts, Yearbook Staff, Intramural Basketball, Student Technology Leadership Program, Pep Club, Student Council, Jazz Band, Orchestra, Chorus, and Ski Club.

Awards & Recognitions: Eight Biennium Rewarded School on the state assessment (CATS)- One of only five middle schools in Kentucky to be awarded this accomplishment. Governors Cup Team was District Champions (10 consecutive years) and took 3rd place in the Region. Math Counts team finished 2nd in the Region. Numerous cheerleading Competition Awards.

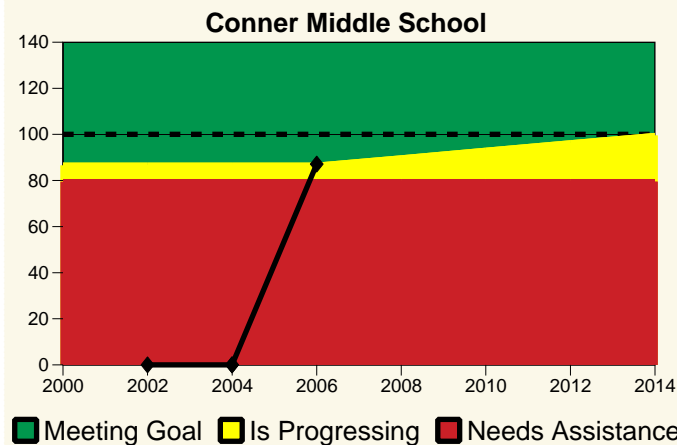
What We are Doing to Improve: The staff of Conner Middle School is committed to continuous improvement; therefore, operates as a Professional Learning Community. The concept of a PLC is teachers work together to improve professional practice and reflect through our teachers collaborative planning of lessons and common assessments, research and sharing best practice instructional strategies, and working together to reflect on the effectiveness of instruction and student learning.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	875	96.68	875	96.7
White	802	97.07	802	97.5
African American	29	NA	29	NA
Asian	8	NA	8	NA
Hispanic	21	NA	21	NA
Free/Red. Lunch	208	89.2	208	85.34
Non-Free/Red. Lunch	667	99.01	667	100.25
Limited English	13	NA	13	NA
Non-Limited English	860	97.01	860	97
Disability	105	75.09	105	63.31
No Disability	770	99.63	770	101.26
Male	466	93.2	466	97.71
Female	409	100.65	409	95.57
Students Excluded	2	NA	2	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	86.6		
2002	86.6	79.5	
2004	86.6	79.5	
2006	86.6	79.5	87.1
2008	89.8	79.5	
2010	93.1	79.5	
2012	96.3	79.5	
2014	99.5	79.5	

Standard Error: 0.5

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core Content Tests:

Kentucky's tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PLVS
		Mid	Mid	7th	Mid	8th	8th	7th
Novice	School	3%	7%	5%	2%	6%	7%	13%
	District	4%	9%	6%	4%	6%	8%	13%
	State	6%	18%	11%	7%	13%	15%	18%
Apprentice	School	23%	25%	23%	38%	32%	16%	20%
	District	23%	25%	25%	40%	31%	20%	20%
	State	28%	31%	33%	48%	34%	22%	23%
Proficient/ Distinguished	School	73%	69%	71%	60%	61%	76%	67%
	District	74%	66%	69%	56%	62%	72%	67%
	State	66%	52%	56%	45%	53%	63%	59%
Academic Index	School	96.7	96.7	98.5	89.9	91.5	102.9	90.2
	District	97.3	93.7	95.7	87.4	91.5	97.3	91.2
	State	92	80.7	85.7	80.5	83.1	87.9	84

NRT/Readiness Assessment: 8th grade students in Kentucky are being given the EXPLORE assessment from Act, Inc. This assessment predicts high school readiness. These scores can vary from 1 to 25.

NRT/Readiness	EXPLORE		
	School	District	State
Reading	14.3	14.5	13.8
Mathematics	15.4	15.3	14.2
English	13.8	14.2	13.6
Science	16.4	16.5	15.8
Composite	15	15.2	14.5
Name of NRT			

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	95.9%	2.7%	0.2%
District	95.9%	3.8%	1.9%
State	94.6%	2.9%	2.2%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and Weapons Detection:

CMS has a Safe Schools Plan, which outlines a plan of action for possible crisis in our building and is practiced regularly. Additional safety procedures include: all students/parents receive a copy of the Student Code of Conduct; students are supervised as they enter and leave school; all doors are secured once the school day has begun; all visitors are required to sign in and wear an identification badge; volunteers are trained and screened with a records check; 40 security cameras monitor the premises; and CMS is staffed with two full-time Counselors and a Resource Officer

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	1	1	0
Weapons Violations	2	2	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5393	17:1	2.8:1	79.9%
District	\$6697	18:1	2.5:1	72.6%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Scantron (an internet based assessment program) is utilized twice annually to assess students achievement levels in reading and mathematics, which provide staff with a tool to identify students in need of extra assistance. Fast ForWord (in combination with SRA) is utilized to remediate reading, and Compass Odyssey is utilized to supplement reading and mathematics instruction. Teachers have access to a variety of presentation software programs for classroom instruction and student projects such as Power Point, TView, etc.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	650	49	2	5650

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	1%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	99%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	3%	2%	2%
Average Years of Teaching Experience	9.2	11.2	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	98%	100%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	20.3%	59.3%	18.6%	1.7%	0%	100%