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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year



Ockerman Middle School

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School Enrollment: 721

Our School Council

David Claggett	John Clausen
Amanda Girvin	Chris Robison
Paul Kohake	Gary Scroggins

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: OMS has proudly served the Florence area community for over four decades, offering a comprehensive range of courses for all of our students, at all ability levels and interests, as well as a full range of activities. OMS recognizes that change is a key word during the middle school years. Our educational program must meet the changing needs of our stakeholders. We realize also that children of this age change and differ in abilities, capacities, and patterns of growth; therefore, our program is structured to meet the emotional, intellectual, spiritual, moral & physical needs of this age group. We believe that every child should be afforded an educational opportunity, regardless of economic, racial, or religious background. We believe that students should enjoy being in school, should be in regular attendance & be instructed by teachers with the highest degree of excellence. Finally, we believe that our school exists to benefit students.

How Our School Ensures Educational Equity: Ockerman Middle School is committed to fair and equitable opportunities and treatment for all students. To ensure such equity, OMS has identified all diverse populations within the school so that all can have equitable access to programs, resources, services and facilities. Students are scheduled into all classes in a random manner and placements in accelerated or remedial classes are based on identification and academic merit or deficiency. All students are encouraged to participate in any and all activities for which they have a desire, interest, or demonstrated ability. OMS is continually striving to remove any and all barriers to learning so students may reach their full potential.

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

CBP000025
TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: In 2007 OMS students received numerous Regional, State and National awards for Academics, Art, Band, Cheerleading, Dance, Speech & Drama, and Writing.

Extracurricular Activities: Ockerman Middle School offers a full range of opportunities including yearbook, Student Council, Speech & Drama Club, band, jazz band, cheerleading, academic teams, Fellowship of Christian Athletes, Ski Club, Book Club, American Sign Language Club, Wrestling club, bowling, volleyball, interscholastic basketball, intramural basketball, and, via the high school, track & field, tennis, soccer, softball, baseball, football, and marching Band.

Awards & Recognitions: Our most recent assessment scores from the state assessment system (CATS) places us above our target goal and in place to qualify for rewards once again. Several students received district and regional recognition various athletic, academic and artistic contests or festivals (see above). Additionally, OMS & Schwans (our BEST partner) have won BEST of the BEST awards in 2003, 2004, 2005 & 2007 as well as a National School/Business partnership award in 2007.

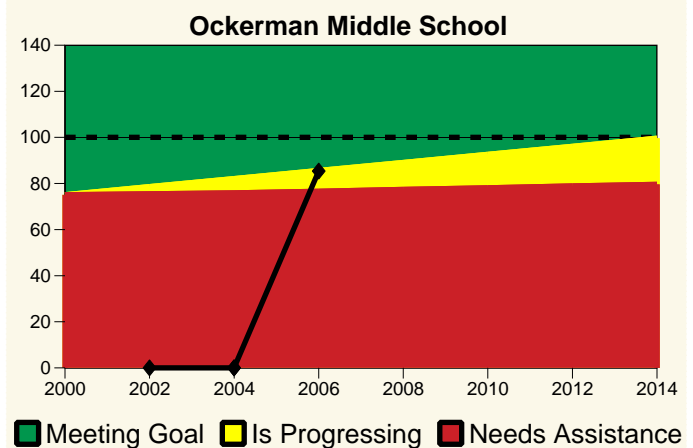
What We are Doing to Improve: For each two year period, OMS develops a Comprehensive School Improvement Plan which is designed to address the growth areas of the school. Our current plan focuses on developing Professional Learning Communities for staff & students, implementing a schoolwide student approach when responding to Open Response questions, and developing and implementing our Laptops to Literacy initiative. We are embracing this opportunity to become a "GREAT place to grow"!

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	698	99.19	698	92.65
White	615	100.42	615	93.8
African American	19	NA	19	NA
Asian	21	NA	21	NA
Hispanic	26	NA	26	NA
Free/Red. Lunch	133	87.16	133	71.64
Non-Free/Red. Lunch	565	102.02	565	97.6
Limited English	29	NA	29	NA
Non-Limited English	669	100.22	669	93.01
Disability	100	77.93	100	64.35
No Disability	598	102.75	598	97.39
Male	358	95.28	358	92.81
Female	340	103.32	340	92.48
Students Excluded	6	NA	6	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	75.1		
2002	78.6	75.1	
2004	82.1	75.9	
2006	85.6	76.6	85.4
2008	89.1	77.4	
2010	92.6	78.1	
2012	96.1	78.9	
2014	99.6	79.6	
Standard Error: 0.4			

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%	10%	6%	2%	6%	8%	12%
	District	4%	9%	6%	4%	6%	8%	13%
	State	6%	18%	11%	7%	13%	15%	18%
Apprentice	School	22%	25%	26%	38%	30%	20%	21%
	District	23%	25%	25%	40%	31%	20%	20%
	State	28%	31%	33%	48%	34%	22%	23%
Proficient/ Distinguished	School	75%	65%	68%	60%	64%	72%	67%
	District	74%	66%	69%	56%	62%	72%	67%
	State	66%	52%	56%	45%	53%	63%	59%
Academic Index	School	99.2	92.7	95.7	89.4	91	96.4	93.6
	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	14.5	14.5	13.8
Mathematics	15.2	15.3	14.2
English	14.4	14.2	13.6
Science	16.4	16.5	15.8
Composite	15.3	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	96.3%	0.4%	0%
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:

O.M.S. takes a pro-active approach to school safety. We have re-designed our school security system to include a single point of entry during the school day and installed 28 inside and outside security cameras.

All other entrances to Ockerman Middle School are to be locked when not in use. Backpacks, coats, and personal items must stay in lockers which are secured with a school lock and unannounced locker inspections are held. An anonymous reporting system allows students to report weapons, drugs or disciplinary violations. Students and parents are supplied with a handbook which includes rules and regulations. O.M.S. also has the services of a School Resource Officer to support students and provide security services.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	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	\$5797	16:1	2.2:1	80.1%
District	\$6697	18:1	2.5:1	72.6%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: O.M.S. complies with Nat'l Ed. Tech. Stds. for students & implements district tech. curr. through specific tech. courses as well as integration into academic areas. O.M.S. believes tech. should be integrated with curr. & various forms of tech. can be used as tools to enhance learning in any content area. Successful integration of tech. is achieved when teachers & students select appropriate technological tools to help them present/master content for the classroom. In 07-08 O.M.S. will be implementing a Laptops To Literacy initiative that focuses on using wireless tech. to improve instruction.

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	422	35	15	3550

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	4%	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	12	11.2	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	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	20.8%	54.2%	25%	0%	0%	100%