



*For showing qualities of an
OMMS Knight:*

- *Honor
- *Courage
- *Work Ethic
- *Respectful
- *Empathy
- *Persistence
- *Kindness
- *Responsible

Teacher of the Month:

Mr. Houde

I come from the Eastern Slope, a Native of Colorado. Before becoming a teacher, I worked in the environmental remediation industry cleaning up gasoline spills and leaks.

I love sharing knowledge and enjoy spending time with kids because of how creative they can be so I figured I should combine the two into a career in which I could make a difference.

In my spare time I love to rock climb, mountain bike, hike, and mushroom hunt - all of which I do with my dog Lilly. My preference for solid starches is as follows: bread > rice > pasta > potatoes. I love to read and its even better in a hammock under some aspen trees.



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Riverside Educational Center

OFFERS: homework help & tutoring, games, activities, & field trips.

Where: OMMS Library

When: Monday thru Thursday

Hours: 2:45 to 5:15

FREE!

Registration packet from the OMMS Office

Honors Math

Mr. Adkison's 8th grade honors math class (Math 1) completed a project in which groups of students identified topics of interest regarding the OMMS student body. Data from the student population was collected primarily using surveys or verbal questioning of random and systematic samples ranging from thirty to roughly sixty students. Data was tabulated, analyzed for summary statistics (including mean and standard deviation), and presented in various statistical graphs, most commonly box plots and histograms. Students then used the statistics and graphs to draw conclusions about the OMMS population and make recommendations for beneficial change. Following are the conclusions and recommendations of each group.

"How much time do students spend on schoolwork after school?" (Angel Mendez, Angelo, Wyatt Cerny). The box plot shows 75% of students spend 30 minutes or less, with a mean of 17.5 minutes. I Can Education recommends the average middle schooler should spend between 45-75 minutes.

"Does eating breakfast make you less tired?" (Isaiah Selk, Morgan Herd, Noah Roberson). Summary statistics of tiredness rating were nearly identical for both those that ate breakfast and those that didn't. Box plots confirmed.

"How many times did you eat breakfast last week?" (Nathan Bailey, Brayden Kellerby). The boxplot showed 75% of students eat breakfast less than 4 times per week. The histogram showed 50% of students eat breakfast between 0-1 times.

"How many hours of sleep do students get per night?" (Sam Morgan, Ethan Hampton, Tyler Ziek). The mean hours of sleep was 8.14 per night. The boxplot shows roughly 50% of students get below the recommended 8-10 hours of sleep per night. Nationwide Children's Hospital recommends between 9 and 9.5 hours of sleep for teens. Not getting enough sleep can increase anxiety, increases the risk of high blood pressure, heart disease, obesity and diabetes. This is called sleep deprivation and should be avoided.

"Does time spent playing video games affect time spent sleeping?" (Dylan Wilson). In this study, there was an unclear relationship between the two variables. The scatterplot did not show a significant relationship between the two, giving a very low coefficient of determination for multiple types of regression analysis.

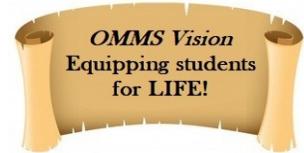
"How much time do you spend using technology each day (TV, phones, computers...)" (Hailee Rupp, Kyle Kelley, Adriel Vazquez). The boxplot showed 75% of students spend more than 4 hours per day using technology. The histogram showed a cluster of data between 3-7 hours. The mean was 6.9 hours.

"How often do students get bullied?" (Amaya Metli, Madison Liles, Brittani Velazquez, Phoebe Bair). Students self reported how often they have been bullied at OMMS on a rating scale from 1-10. The boxplot and histogram show roughly 50% reported 1, and that 75% of students reported a rating of 4 or less.

"What is the average NWEA score for 7th-8th grade ELA?" (Ruzena Lehman, Austin Foraker, Benton Kellerby). The histogram showed data clusters between 200 and 233.

Cheri Vana, Principal
Jason Eiding, Assistant Principal
Sandy Reams, Secretary
Joni Spence, Attendance Secretary

School District Website: www.mesa.k12.co.us
OMMS Website: <http://omms.mesa.k12.co.us/>



April/May 2019

*April 22 - 5th gr. Visitation Performance
*April 24-27 - Colorado West Music Fest
*May 6 - No School/Student Led Conferences

*May 15 - Knights of Excellence Breakfast
*May 16 - Chautauqua Monologues - Library
*May 29 - 8th Grade Promotions

A note from the principal. . .



Parents:

I would like to begin by thanking our parents for supporting us through CMAS testing. It is my understanding the students did an amazing job working hard and demonstrating persistence as they participated in the testing sessions. I would also like to thank Mr. Eiding, Ms. Dardis and all the teachers who worked together to pull off a successful three weeks of testing.

As springtime approaches and the weather begins to warm up, it is important to revisit our dress code. We want to encourage our students to remember that the length of skirts and shorts will reach the center of the thigh. Holes in clothing that expose undergarments or skin, are not permitted. Tank tops must be 5 cm wide. Spaghetti straps must be covered by a jacket, and shirts should cover the midriff.

Finally, it is our teacher's intent to continue challenging your students in the classroom. We expect all students to work to their full potential and be productive through the last day of school.

Thank you, *Cheri Vana*

Chautauqua Monologues

Young Chautauqua is a humanities program offered exclusively in Colorado by a group called the Colorado Humanities (CH). It is a **program of scholarship, research, rehearsal, and performance** in which students in grades 4-12 bring history to life by immersing themselves in the writings and lives of historical characters.

Students will:

- *Research a historical character, compose and rehearse a first-person monologue from the character's point of view, and portray that character by presenting a brief monologue to an audience
- *The monologue is then followed by a Question & Answer with the audience
 - first in character
 - then out of character as the young scholar (researcher)

The goal of Young Chautauqua (YC) is for students to **contextualize history**, to **understand the role of the individual in society**, and to **gain research and public speaking skills** by utilizing the ELA and SS Common Core Standards.

In their research and writing, students will focus on these 3 Guiding Questions. By the end of their monologue (performance), the audience will know the answers to them all.

1. Why am I (or should I be) remembered in history?
2. What hardships did I face and how did I overcome them? (Tragedy to Triumph theme)
3. What is my historical context? (How did where and when I lived affect my life?)

On Thursday May 16th, ALL 8th grade students will be performing their Chautauqua Monologues in character (and in costume!) in the LIBRARY. Their peers and teachers will act as their audience and also give them feedback. We would also like to invite parents, families, and community members to attend. Specific times and more information will be forthcoming through ELA classes.