

NEBRASKA CHILDFIND

The David City School District is looking for unidentified children with special needs as it participates in "Nebraska Childfind." This is an ongoing statewide search for all unserved handicapped children, age birth through 21.

Children who would benefit from special education services may not be receiving them because parents may not know of available programs or because they do not recognize the handicapping conditions of their children.

Special programs are available through public schools for handicapped children whose impairments pose restrictions on learning. These impairments include: speech/language disorders, hearing/visual impairments, specific learning disabilities, retardation, behavioral disorders; physical handicaps and severe or multiple handicaps. Nebraska law guarantees a free appropriate public education to all children.

Parents who feel their children should be receiving special education service are asked to contact the David City school district. Nebraska Childfind provides information also through their toll free number, 800-742-7594.

School Improvement Process

Through the North Central Association (NCA) on Accreditation and School Improvement and the Nebraska Department of Education, David City Public Schools follows a practice of continuous school improvement. Recently the North Central Association developed a set of 7 standards for quality schools with specific indicators to identify characteristics that quality schools utilize to evaluate their level of excellence. The development of a Vision for our school district is an important step in this process.

With this in mind, we began a process to articulate a Vision for our District. The process started when a group of community members, school board members, staff, students, and school administrators met to brainstorm ideas to develop a vision. Initially, it appeared that a Vision would describe how the school would look and describe the end product. However, as the discussion progressed, it became apparent that an end product would likely not describe the picture of "the Ideal School." Over time, we realized that "Vision is an activity, not a status".

The end product is summarized in the illustration below. We visualized the vision through the theme of a "wave." A wave begins with calm, builds due to energy created by a catalyst, and proceeds to an impact. Thus we summarized qualities we envision that relate to nurturing calm, an energizing catalyst, and the societal impact. The statements associated with each component describe our school's vision. The vision creates a level of expectation leading to potential for continuous school improvement.

Anchored in the Nebraska Plains—Prepared for Waves of Change

NURTURING CALM

We envision an environment of continuous support from community-family-school where:

1. Individual responsibility is expected
2. Effort is recognized
3. Success is celebrated
4. Support is consistent
5. Community wellness is a priority
6. Love and laughter are encouraged
7. Self worth is emphasized

ENERGIZING CATALYST

We envision methods that generate student achievement, involvement, and opportunity by:

1. Individualizing teaching and learning
2. Helping students identify their interests
3. Maintaining a focus on study
4. Inspiring educational rigor
5. Promoting imagination and resourcefulness
6. Constantly building parent, student, staff and community collaboration
7. Providing meaningful instruction
8. Allocating resources based on student need

SOCIETAL IMPACT

We envision preparing students to confidently enter the 21st Century world:

1. Empowered with a foundation of knowledge and skills
2. Equipped to make a difference
3. Determined to do what is right
4. Willing to network and function within a community
5. Prepared for life-long learning
6. Passionate about their futures

Vision is an activity not a status.

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David City Elementary School
(402) 367-3779

Bellwood Elementary
(402) 538-4805

Superintendent of Schools
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PUBLIC REPORTING

Information is provided in this newsletter is a portion of the Nebraska Department of Education's 2006-2007 State of the Schools Report, A Report on Nebraska Public Schools. For the complete report on David City Public Schools, please visit <http://www.nde.state.ne.us/>

The Federal accountability process requires the State to report annual yearly progress (AYP) based on the results of assessments given to students.

Recently these results were made public. Districts are provided information that AYP is Met or Not Met. For 2006-2007 David City Public Schools Met AYP in reading and mathematics for students in Elementary School and students and students in High School. The District received a Not Met rating for AYP for students in Middle School. If a District receives a Not Met rating for two consecutive years, they are identified as a District as

being in need of improvement. We met all AYP requirements for the previous school year. Our emphasis will include improvements to meet AYP at all levels for the current school year to maintain an acceptable level of progress.

Please review the information that we included in this report and feel free to examine the complete annual report on the Department of Education web site.

Jerry Phillips, Superintendent

Teacher Count & Teachers with Master's Degrees

To be counted, a teacher must: Be assigned to instruct students and hold a valid teaching or administrative certificate

Head teachers, individuals assigned to instruct students and to perform other school-wide professional duties, are included. Individuals who supervise or evaluate other certificated staff members are not included.

The teacher count is reported as a full-time equivalency (FTE). The FTE is the ratio between the hours of work expected in a

position and the hours of work normally expected in a full-time position in the same setting.

The Master's Degree represents the percent of teaching staff with a Master's Degree, Mas-

ter's Degree plus hours, Special-ist Degree (EDS) or Doctorate.

Master's Degree percentage is figured using the count of teachers with Master's Degrees

divided by the number of teachers (not teacher count included in this grid, it is based on FTE, see Teacher: Count definition above) multiplied by 100. DATA SOURCE: Fall Personnel report.

Teachers Count and Teachers with Master's Degree						
Years	Total Teacher Count		Total Teachers with Master's Degrees		Percentage of Teachers with Master's Degrees	
	State	District	State	District	State	District
1996-1997	19,812.81	39.87	8,213.00	15.00	35.19%	34.88%
2001-2002	20,603.40	51.35	11,234.00	15.00	44.12%	28.85%
2004-2005	23,536.03	56.11	9,278.00	19.00	37.73%	33.33%
2005-2006	23,586.92	57.61	9,610.00	19.00	39.08%	32.20%
2006-2007	23,839.21	56.61	9,833.00	19.00	39.65%	32.76%

Average Years of Teaching Experience

Years	State	District
1996-1997	15.32	15.37
2001-2002	16.14	14.67
2004-2005	15.53	16.07
2005-2006	15.62	16.58
2006-2007	15.49	16.91

High School Teachers Endorsed in the Subject Area They Teach

Subject	State Average	District Average
Language Arts	94.92%	96.96%
Mathematics	97.24%	100.00%
Social Studies	94.93%	100.00%
Science	87.84%	92.97%
Foreign Language	93.32%	100.00%
Career and Technical Education	93.92%	100.00%
Health and Physical Education	92.62%	100.00%
Visual and Performing Arts	96.64%	100.00%
Overall Average	94.19%	98.60%

"David City Public School, in a shared responsibility with family and community, is focused on education, student growth and learning."

Assessment of State Mathematics Standards

All Students

Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	71.35%	65.21%	44.02%
2003-2004	68.67%	71.41%	64.08%
2004-2005	73.70%	73.95%	67.78%
2005-2006	86.90%	78.50%	80.86%
2006-2007	87.47%	81.21%	73.81%
% of Change	↑16.12%	↑16.00%	↑29.79%

Students performing at the advanced and proficient levels met or exceeded the standards. Students performing at the progressing and beginning levels did not meet the standards. The up and down arrows in the tables indicate the percentage of change from the 2002 to the current year.

Assessment of State Reading Standards

All Students

Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2000-2001	62.08%	71.09%	57.84%
2002-2003	67.42%	79.40%	80.34%
2004-2005	71.23%	70.19%	72.28%
2005-2006	75.05%	74.04%	77.08%
2006-2007	85.71%	69.77%	85.51%
% of Change	↑23.63%	↓1.32%	↑27.67%

Assessment of State Writing Standards

All Students

Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	79.07%	N / A	N / A
2002-2003	N / A	88.24%	N / A
2003-2004	62.50%	97.83%	95.00%
2004-2005	82.76%	92.45%	92.86%
2005-2006	81.40%	83.72%	100.00%
2006-2007	82.61%	91.67%	95.35%
% of Change	↑3.54%	↑3.43%	↑0.35%

Students performing at the advanced and proficient levels met or exceeded the standards. Students performing at the progressing and beginning levels did not meet the standards. The up and down arrows in the tables indicate the percentage of change from the 2002 to the current year.

Language Arts Graduation Requirements

Number of Years: This district requires 4.50 years of Language Arts coursework. 7.48% of all Nebraska school districts require high school students to complete 4.50 years of Language Arts. Required Courses: English, Other Language Arts

Students must take four years of English and also meet minimum District reading requirements. Students must take a high school reading class (on a semester-by-semester basis) until this minimum standard is met. Students are also required to take one semester of Speech during High School.

Mathematics

Graduation

Requirements

Number of Years: This district requires 3.00 years of Mathematics coursework. 70.47% of all Nebraska school districts require high school students to complete 3.00 years of Mathematics. Required Courses: Algebra

Most students fulfill the three-year math requirement by taking Algebra, followed by Geometry and then one upper level mathematics course. However, students can meet the mathematics course requirement through a combination of courses which gives them opportunities to master the math standards. These courses include the required Algebra, and then Standards Math I, Standards Math II, and/or Algebra III.

Science Assessments

12th grade Science Standards (percent of assessments on the State-reportable science standards that were passed last year; courses in which these assessments are given are Physical Science, Earth Science and Biology): 68.4%

8th grade Science Standards (percent of assessments on the State-reportable science standards that were passed last year; grades in which these assessments are given are 5th-8th grades): 85.4%

4th grade Science Standards (percent of assessments on the State-reportable science standards that were passed last year; grades in which these assessments are given are 3rd-4th grades): 88.2%

First Grade Assessment

Results

The first grade mathematics, reading and science standards are taught and assessed in first grade. What first grade students should know and be able to do by the end of that grade is written into the curriculum. The percent of students demonstrating mastery is shown below.

1st grade math 97.5%
1st grade reading 90.1%
1st science: 99.5%

Student Characteristics:

Mobility Rate

Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. This number is divided by the K-12 enrollment taken the last Friday in September.

Mobility Rate		
Years	State	District
2004 - 2005	13.82%	7.93%
2005 - 2006	13.77%	14.69%
2006 - 2007	12.72%	8.46%

Attendance Rate

The attendance rate shows the total number of days students are actually in school compared to the number of days they should be in school.

Attendance Rate		
Years	State	District
1996-1997	95.17%	96.77%
2001-2002	95.06%	95.85%
2006-2007	94.77%	96.04%

The attendance rate is the average daily enrollment/membership divided into the average daily attendance.

Student Characteristics:

Free and Reduced Price Meals

Free meals or reduced price meals are available to children eligible under federal guide-

Free/Reduced Priced Meals		
Years	State	District
2002-2003	32.41%	32.31%
2003-2004	33.93%	37.53%
2004-2005	34.79%	40.83%
2005-2006	34.66%	42.62%
2006-2007	36.42%	49.20%

lines. Those guidelines are based on family size and income or benefits such as Food Stamps or Temporary Assistance to Needy Families.

Student Characteristics:

English Language Learners

The term 'Limited English Proficient', when used with respect to an individual, means an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose

English Language Learners		
Years	State	District
2003 - 2004	5.59%	3.09%
2004 - 2005	5.78%	1.95%
2005 - 2006	6.17%	0.63%
2006 - 2007	6.49%	2.00%

difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Student Characteristics: Special Education - State Standards

Special Education instruction is designed to meet the needs of children with verified disabilities. Special Education instruction may include physical education, home instruction and instruction in hospitals and institutions. Services may include speech/language pathology, occupational therapy and physical therapy, if the service consists of specially designed instruction to meet the needs of a child with a disability. Students in Special Education

Special Education Trends

Years	State	District
2003-2004	15.03%	19.71%
2004-2005	15.39%	17.51%
2005-2006	15.21%	18.17%
2006-2007	14.95%	17.08%

were assessed on the standards based on the conditions specified in their Individual Education Plans.

are assessed in the same manner and frequency as students who do not have Individual Education Plans.

With few exceptions, students in Special Education are included in the regular assessments either with accommodations or without accommodations, as determined by their Individual Education Plan team.

Students receiving special education services are included in the All Student Performance Report as well as the Special Education Performance Report. The only group of special education students not included in those reports are special education students assessed with an alternate assessment, typically 1 percent or less of the student population. Those students have been reported in their own performance report: Special

Education Alternate Assessment. Students

Education