

David City Public Schools
750 D Street
David City NE 68632

REPORTER

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PUBLIC REPORTING

David City Public Schools are providing this annual report to the public. A variety of information is included to provide statistical information as well as results of the 2005-2006 district assessments.

We have a unique assessment system in Nebraska. Our assessments include a combination of norm

referenced tests, more commonly known as achievement tests, and locally developed assessments. The locally developed assessments take a great deal of time to create. Our teachers devote much time to this process. Likewise, extra time is required to assure that they are reliable and valid. Teachers have refined this process

and continue to improve their skills in analyzing the information gained from testing. The goal is to provide a more accurate picture of what students are learning along with the level of mastery of the material.

Jerry Phillips,
Superintendent

David City Public Schools and District Assessments -

Compliance or Commitment?

Nebraska's system has had to make major adjustments to comply with federal accountability (AYP) requirements. This has led to what those dealing with teaching, writing curriculum, choosing programs, engaging in school improvement efforts, assessing students, and reporting to stakeholders view as sometimes huge changes that require us to spend time on compliance issues rather than spending time on what we believe would be true improvement efforts. However, hope springs eternal, and with every new requirement or change in the existing system we've tried to adapt, in an effort to make the local school as responsive as possible to the needs of our students as they prepare for the life that they want for themselves. The

underlying premise of both the state and federal systems is that it is critical for public education to provide opportunities and outcomes that result in all students being prepared to meet the challenges of the world that they are part of—and who can argue with that as the goal of education?

Standards Grading

One of the very positive results of the standards and assessment process is that the role of the curriculum has been elevated to that of the "road map" that it deserves to be. Learning outcomes are clearly defined in the curriculum so that every teacher knows what students coming out of particular grades or courses should know and be able to do. By identifying the standards that curriculum objectives develop, a "big picture" begins to

emerge. The next logical step was moving to standards grading, which was implemented in the kindergarten and first grades in 2006-7 and will be implemented in 2007-8 in 2nd through 6th grades in the district. Standards grading is based upon the belief that the learning outcomes are what should be reported on since mastery and application of the standards is the goal of education. The report includes separate information about attendance, work habits and personal/social skills, as these are also critical to the success of our students both in and out of the classroom (including the home and workplace).

Middle school and high school will be working in the years to come to determine how standards grading will be implemented at those levels.

by Barb Hart

Accountability...Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) is a component of the federal law, No Child Left Behind, that requires all schools and districts to annually measure the progress of students toward goals established by the state.

Federal Accountability (AYP)
2004 - 2005: MET

Federal Accountability (AYP)
2005 - 2006: MET

To meet federal accountability requirements, school districts and buildings must meet federal accountability goals for:

- *Reading Performance
- *Reading Participation
- *Mathematics Performance
- *Mathematics Participation
- *Other Academic Indicator: Writing
- *Other Academic Indicator: Graduation Rate
- *Assessment Quality

Enrollment Trends

Grade	1990-1991	2000-2001	2005-2006
PK	32	26	38
K	24	40	47
1	36	25	51
2	24	38	52
3	31	37	39
4	31	38	47
5	30	40	58
6	21	47	40
7	23	45	58
8	38	51	43
9	45	53	60
10	48	54	44
11	41	49	50
12	31	55	44
Total	455	598	671

State District Ratings Mathematics 2005 - 2006						
		Unacceptable	Needs Improvement	Good	Very Good	Exemplary
Grade 4	Assessment Quality					✓
	Students Meeting or Exceeding Math Standards					✓
Grade 8	Assessment Quality					✓
	Students Meeting or Exceeding Math Standards				✓	
Grade 11	Assessment Quality					✓
	Students Meeting or Exceeding Math Standards					✓

Math Standardized Test			
Year	Percent of DCPS students scoring above the national average		
	4th	8th	11th
2003-2004	50.00%	67.00%	66.66%
2004-2005	52.63%	69.23%	56.10%
2005-2006	76.20%	71.43%	90.69%

Reading Standardized Test			
Year	Percent of DCPS students scoring above the national average		
	4th	8th	11th
2003-2004	32.50%	56.36%	68.75%
2004-2005	48.21%	51.92%	54.76%
2005-2006	64.28%	47.62%	79.07%

David City Middle/High School
(402) 367-3187

David City Elementary School
(402) 367-3779

Bellwood Elementary
(402) 538-4805

Abie Elementary
(402) 543-2347

Superintendent of Schools
(402) 367-4590

David City Public Schools
750 D Street
David City NE 68632

Current Resident

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Standards

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

2005-2006 Assessment of State Mathematics Standards David City Public School Students in Grade 4

Standard Number	Standard: <i>By the end of the 4th grade, students will ...</i>	Students Meeting or Exceeding Standards District	Students Assessed District
4.1.1	Demonstrate place value of whole numbers through the millions and decimals to the hundredth place.	90.48%	100.00%
4.1.2	Write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.	100.00%	100.00%
4.1.3	Describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.	69.05%	100.00%
4.1.4	Identify examples of positive and negative numbers and zero.	92.86%	100.00%
4.1.5	Make change and count out in amounts up to \$20.00.	80.95%	100.00%
4.2.1	Estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.	80.95%	100.00%
4.2.2	Estimate, add, and subtract decimals without and with calculators and solve word problems.	83.33%	100.00%
4.2.3	Estimate, add, and subtract fractions with like denominators without calculators and solve word problems.	95.24%	100.00%
4.3.1	Estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, capacity, and temperature.	71.43%	100.00%
4.3.2	Estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.	71.43%	100.00%
4.3.3	Tell and write correct time to the minute using an analog clock.	97.62%	100.00%
4.3.4	Measure and determine the perimeter of a many-sided figure without a formula using standard and metric units of measure.	97.62%	100.00%
4.4.1	Identify, describe, and create two- and three-dimensional geometric shapes.	97.62%	100.00%
4.4.2	Identify and draw points, lines, line segments, rays, and angles.	88.10%	100.00%
4.4.3	Identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similarity, and simple transformations.	97.62%	100.00%
4.5.1	Collect, organize, record, and interpret data and describe the findings.	73.81%	100.00%
4.6.1	Use and interpret variables and mathematical symbols to write and solve one-step equations.	78.57%	100.00%
4.6.2	Identify, describe, and extend arithmetic patterns, using concrete materials and tables.	97.62%	100.00%
Overall Averages		86.90%	100.00%

Mathematics Performance: State Standards

Student performance shows the percentage of students in grades 4, 8 and 11 meeting or exceeding state mathematics standards.

Districts reported student performance in four levels of performance:

- Beginning
- Progressing

- Proficient
 - Advanced
- 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. All local districts assessed student performance on

standards according to their own local assessment plan. The assessment plan/process in each district was evaluated for quality and rigor. If students were not included in the assessment on standards, they were reported as "not assessed." The percentage of students assessed is reported for each standard. The number of

students assessed on each standard may vary due to absence, mobility or local assessment planning.

All students* in grades 4, 8 and 11 were assessed on state-approved mathematics standards. The results were reported in the All Student Performance Report.

*Students assessed with an alternate assessment were not included in the All Student Performance Report. Typically, those students are a very small percentage of the total student population, 1 percent or less.

Rating for percentage of students meeting standards.

A statewide panel of educators experienced in teaching the subject at the grade levels assessed specifically the content represented in the standards recommended the appropriate percentages for each of the five rating classifications.

The following ratings were assigned to districts based on the percentage of students meeting the standards: Math Rating Percentage

- Exemplary 80% or higher
- Very Good 68.00% - 79.88%
- Good 50.00% - 67.99%
- Acceptable 30.00% - 49.99%
- Unacceptable 29.99% or lower

DATA SOURCE: Nebraska public school districts; Nebraska Department of Education STARS

NCLB Qualified Teachers 2005 - 2006

The No Child Left Behind (NCLB) Act requires all teachers, teaching in the content areas it identifies as core academic areas, to demonstrate that they have sufficient content knowledge in that subject. Teachers in Nebraska met this requirement by holding the appropriate endorsement for the courses/classes taught or by successfully completing the HOUSSE process. The chart below provides the number and percentage of courses taught by NCLB Qualified Teachers in each of the NCLB content areas.

NCLB Qualified Teachers

NCLB Content Areas	Number of Courses	% Taught By NCLB Qualified
CIVICS AND GOVERNMENT	7	100.00%
*ELEMENTARY	31	100.00%
* For NCLB purposes, one elementary teacher is considered as one course.		
ENGLISH LANGUAGE ARTS	48	100.00%
FOREIGN LANGUAGES	7	100.00%
HISTORY AND GEOGRAPHY	15	100.00%
MATHEMATICS	26	100.00%
NATURAL SCIENCES	21	100.00%
VISUAL AND PERFORMING ARTS	21	100.00%

NCLB established a goal of having 100% of all teachers in NCLB content areas. Districts must annually measure the progress of each school and the district toward meeting this goal. The 2005 - 2006 data represents a new baseline for measuring future progress. The new baseline is required because Special Education teachers are now included in the 2005 - 2006 data.

District Information:

David City Public Schools are a part of a Class III school system accredited by the State of Nebraska and the North Central Association. The High School is classified as C-1 by the Nebraska School Activities Association. A wide range of information is provided on the school's web site at <http://www.davidcitypublicschools.org>

Elementary K-6 students attend school in David City at David City Elementary or in Bellwood at the Bellwood Attendance Center. On June 15, 2006, Abie School District (K-8) became part of the David City system as a result of LB 126. Students in grades seven through twelve attend David City High School. In addition, preschool is offered in David City and Bellwood.

Title 1 and Special Education Services are also provided to District 56 students at St. Mary's and Aquinas Catholic Schools.

David City Schools are associated with Educational Service Unit #7 located in Columbus. We are members of the Southern Nebraska Conference for high school activities.

Organizations/Activities: (7-12) Concert Band, Stage Band, Dance Team, Cheerleaders, One-Acts, Speech, FFA, FC-CLA, National Honor Society, Student Council, Choir, Yearbook

Athletics (7-12) We offer volleyball, softball for girls, boys and girls basketball, wrestling, boys golf and boys and girls track.

Board of Education: Six members; three are elected every two years for four-year terms.

Contracted Services: Occupational Therapist, Physical Therapist, Psychologist, Speech/Language Pathologist

Support Services: *Paraprofessional* - (17) We provide limited paraprofessional help to our elementary teachers, resources teachers, Title 1 teachers and the media specialist. *Food Service* (11 includes full & part-time) Class A type hot lunches are prepared daily. *Maintenance Services* (7) This staff works to keep our buildings clean and in good repair. Preventive safety measures are taken in the building and on the school grounds. *Secretaries/Bookkeepers:* (6) These people perform a variety of functions ranging from serving as receptionists, maintaining records, preparing newsletters, report, budgetary accounting, payroll, etc. *Transportation:* Six regular routes and special education transportation operate to transport an estimated 300 students.

Special Note: Not included in the above numbers are a host of substitute teachers and substitutes for various support staff members. Further, we have some volunteers who help with various activities throughout the year.

Mathematics District Assessment Results Kindergarten and First Grade Students 2005-2006

The First Grade Mathematics Standards are taught and assessed in kindergarten and first grades. What kindergarten and first grade students should know and be able to do by the end of that grade is written into the math curriculum. The percent of students demonstrating mastery of each standard is shown in the following chart. In some cases, the first grade benchmark is actually set as the kindergarten goal; there is a “-” for first grade when this is true. If a “-” is in the kindergarten column for a standard, it indicates either that this standard is not taught at all at the kindergarten level, or that there is no formal assessment of that standard for kindergarten students.

Math Standard	% of Students Mastering Standard	
	Kindergarten	First Grade
1.1.1 Number Sequence	91.4%	96.7%
1.1.2 Representing and Comparing Numbers	98.3%	99.6%
1.1.3 Identify Numbers/ Apply in Everyday Life	77.9%	97.3%
1.1.4 Value of Numbers (concrete)	-	95.9%
1.2.1 Addition/ Subtraction to 10	98.7%	100.0%
1.2.2 Estimation	-	89.8%
1.3.1 Measurement (nonstandard)	99.2%	100.0%
1.3.2/1.3.4 Measurement Tools	-	100.0%
1.3.3 Time/Clocks	100.0%	96.0%
1.3.5 Days, Months, “past, present, future”	96.1%	-
1.4.1 Compare Relative Position	90.0%	-
1.4.2 Geometric Figures	95.8%	99.5%
1.5.1 Collect Data	96.4%	-
1.5.1-1.5.4 Collect, display, analyze, compare data	-	100%
1.5.2/1.5.3/1.6.2 Collect, display, analyze, compare data/ Classify objects	94.4%	-
1.6.1 Patterns	89.9%	100%
1.6.2 Sort/Classify objects	-	100%
1.6.3 Identify and describe patterns in the environment	92.1%	98.0%
Overall Percent of Mastery	93.9%	98.1%

Reading District Assessment Results Kindergarten and First Grades 2005-2006

The First Grade Reading Standards are taught and assessed in kindergarten and first grades. What kindergarten and first grade students should know and be able to do by the end of that grade is written into the language arts curriculum (reading, writing, speaking and listening). The percent of students demonstrating mastery of these standards is shown in the following chart. The “-” in the kindergarten column indicates that there is no formal assessment of that standard for kindergarten students.

Reading Standard	% of Students Mastering Standard	
	Kindergarten	First Grade
1.1.1 Word Recognition	72.9%	93.4%
1.1.2 Phonograms, Letter Names	87.7%	95.9%
1.1.3 Organization of print	82.5%	92.9%
1.1.4 Comprehension	78.8%	84.8%
1.1.5 Responding to Fiction/Nonfiction in variety of ways	-	92.6%
1.1.6 Print correctly and neatly	75.0%	90.7%
1.1.7 Writing	75.0%	94.0%
1.2.1 Speaking	95.0%	98.0%
1.3.1 Listening	100.0%	100%
Overall Percent of Mastery	83.4%	93.6%

Assessment of State Reading Standards David City Public School 4th Grade Students 2005 - 2006

Performance on 4th Grade State Standards			
Standard Number	Standard: By the end of the 4th grade, students will ...	District Students Meeting or Exceeding Standards	District Students Assessed
4.1.1	Demonstrate the use of multiple strategies in reading unfamiliar words and phrases.	73.81%	100.00%
4.1.2	Demonstrate the use of multiple strategies to increase their vocabulary.	69.05%	100.00%
4.1.3	Identify the main idea and supporting details in what they have read.	70.73%	97.62%
4.1.4	Identify the resource appropriate for a specific purpose, and use the resource to locate information.	65.85%	97.62%
4.1.5	Identify and use characteristics to classify different types of text.	78.05%	97.62%
4.1.6	Identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.	70.73%	97.62%
4.1.7	Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.	92.68%	97.62%
4.1.8	Identify similarities and differences between two fourth grade level reading selections.	59.52%	100.00%
4.3.1	Participate in group discussions by asking questions and contributing information and ideas.	71.43%	100.00%
4.3.2	Deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.	76.19%	100.00%
4.4.1	Identify information gained and complete tasks through listening.	97.62%	97.67%
Overall Averages		75.05%	98.70%

Assessment of State Reading Standards David City Public School 8th Grade Students 2005 - 2006

Performance on 8th Grade State Standards			
Standard Number	Standard: By the end of the 8th grade, students will ...	Students Meeting or Exceeding Standards	District Students Assessed
8.1.1	Identify the main idea and supporting details in what they have read.	66.67%	100.00%
8.1.2	Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.	92.11%	90.48%
8.1.3	Identify and classify different types of text.	71.43%	100.00%
8.1.4	Identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.	76.19%	100.00%
8.1.5	Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.	76.19%	100.00%
8.1.6	Identify similarities and differences across a variety of eighth grade reading selections.	76.19%	100.00%
8.1.7	Demonstrate the ability to analyze literary works, nonfiction, films, or media.	54.76%	100.00%
8.3.1	Participate in group discussions by asking questions and contributing information and ideas.	85.71%	100.00%
8.3.2	Use multiple presentation styles for specific audiences and purposes.	64.29%	100.00%
8.4.1	Identify information gained and complete tasks through listening.	78.57%	100.00%
Overall Averages		74.04%	99.05%

Reading Performance: State Standards

Student performance shows the percentage of students in grades 4, 8 and 11 proficient on state-approved reading, speaking and listening standards.

Districts reported student performance in four levels of performance:

- Beginning
- Progressing
- Proficient
- Advanced

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.

All local districts assessed student performance on standards according to their own local assessment plan. The assessment plan/process in each district was evaluated for quality and rigor.

All* students in grades 4, 8, and 11 were assessed on state-approved reading, speaking and listening standards. The results were reported in the All Student Performance Report. Student performance was reported standard by standard. 1.

*The only group of students not included in the All Student Performance Report was a small group of special education students assessed with an alternate assessment. Typically, those students are a very small percentage of the total student population, 1 percent or less.

DATA SOURCE: Nebraska public school districts reports

State District Ratings Reading 2005 - 2006						
		Unacceptable	Needs Improvement	Good	Very Good	Exemplary
Grade 4	Assessment Quality					✓
	Students Meeting Reading Standards				✓	
Grade 8	Assessment Quality					✓
	Students Meeting Reading Standards				✓	
Grade 11	Assessment Quality					✓
	Students Meeting Reading Standards				✓	

Assessment of State Reading Standards David City Public School 12th Grade Students 2005 - 2006

Note: Nebraska schools test 11th grade students to determine progress on 12th grade standards.

Performance on 12th Grade State Standards			
Standard Number	Standard: <i>By the end of the 12th grade, students will ...</i>	District Students Meeting or Exceeding Standards	District Students Assessed
12.1.1	Identify the main idea and supporting details in what they have read.	83.72%	100.00%
12.1.2	Locate, evaluate, and use primary and secondary resources for research.	88.10%	97.67%
12.1.3	Identify and use characteristics to classify different types of text.	73.81%	97.67%
12.1.4	Analyze literature to identify the stated or implied theme.	69.77%	100.00%
12.1.5	Demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.	83.72%	100.00%
12.1.6	Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.	81.40%	100.00%
12.1.8	Demonstrate the ability to analyze literary works, nonfiction, films, and media.	76.19%	97.67%
12.3.1	Participate in student directed discussions by eliciting questions and responses.	48.84%	100.00%
12.3.2	Make oral presentations that demonstrate consideration of audience, purpose, and information.	88.37%	100.00%
Overall Averages		77.08%	99.22%

Assessment of Science Standards David City Public School Students 2005-2006

Percent of Assessments in each science strand on which students demonstrated Mastery (Proficient or Advanced ratings)

Science Strand	1st Grade Standards (kindergarten-1st grades)	4th Grade Standards (2nd-4th grades)	8th Grade Standards (5th-8th grades)	12th Grade Standards (9th-12th grades *)
Uses concepts and processes to understand the natural world (like classifying)	98%	91%	78%	62%
Applies science knowledge and science reasoning (experimenting)	100%	78%	89%	71%
Physical Science: Characteristics of matter/energy and the processes that control them	98%	90%	81%	65%
Life Science: Characteristics of living things and environments	99%	93%	86%	71%
Earth and Space: Characteristics/change of earth and universe	99%	90%	92%	66%
Technological Design: Knows how science is applied to solve problems	99%	96%	92%	73%
Personal/Social: Uses science/health knowledge to guide individual decisions and to inform group decisions	98%	80%	70%	71%
Nature of Science: Contributions of science and scientists; science careers	99%	91%	80%	58%

*taken in Biology, Earth Science and Physical Science courses rather than by grade

Nebraska Science Standards

The K-12 Nebraska Science Standards are taught and assessed in David City Public Schools in the following grades/courses:

- Science (K-8)
- Technology (7th, 8th; quarter course)
- PE/Health (K-8)
- Physical Science (typically taken by 9th graders)
- Biology (typically taken by 10th graders)
- Earth Science (one semester; more often taken by students who are 10th graders)
- High School PE/Health (typically taken by 9th graders)

The science standards are grouped by strands, which are described in the chart. The percentage of assessment scores in the mastery range (Proficient or Advanced) were calculated for each strand.

Elective science courses which cover content beyond that assessed by the Nebraska Science Standards are taken by all students, as three years of high school science is required. Courses from which students choose include Chemistry, Physics, Anatomy/Physiology, Environmental Science, and Zoology. Additionally, students have opportunities in a variety of career education courses (for example, Family and Consumer Science, Ag, Industrial Technology) to apply science skills and knowledge.

Assessment of State Mathematics Standards David City Public School Students in Grade 8 2005-2006

Standard Number	Standard: <i>By the end of the 8th grade, students will ...</i>	Students Meeting or Exceeding Standards District	Students Assessed District
8.1.1	Recognize natural numbers, whole numbers, integers, and rational numbers.	76.92%	92.86%
8.1.2	Determine equivalences among fractions, decimals, and percents.	82.50%	95.24%
8.1.3	Write and use numbers in expanded exponential form and scientific notation.	80.00%	95.24%
8.1.4	Identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.	90.00%	95.24%
8.2.1	Add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.	66.67%	100.00%
8.2.2	Identify the appropriate operation and do the correct calculations when solving word problems.	66.67%	100.00%
8.2.3	Solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) with and without the use of technology.	90.48%	100.00%
8.2.4	Apply the order of operations to solve problems with and without the use of technology.	80.49%	97.62%
8.2.5	Apply strategies of estimation when solving problems with and without the use of technology.	80.00%	95.24%
8.3.1	Select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level	94.59%	88.10%
8.3.2	Convert units within measurement systems using standard and metric, given conversion factors.	75.00%	95.24%
8.4.1	Identify, describe, compare, and classify two- and three-dimensional geometric figures - plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; I	95.24%	100.00%
8.4.2	Use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.	85.71%	100.00%
8.4.3	Use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid, and triangle and area and circumference of circles.	80.00%	95.24%
8.4.4	Solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.	90.48%	100.00%
8.4.5	Apply transformations to two- and three-dimensional geometric figures.	71.43%	100.00%
8.4.6	Use geometric terms and representations to describe the physical world.	67.50%	95.24%
8.5.1	Collect, construct, and interpret data displays and compute mean, median, and mode.	87.50%	95.24%
8.5.2	Read and interpret tables, charts, and graphs to make comparisons and predictions.	64.10%	92.86%
8.5.3	Conduct experiments or simulations to demonstrate theoretical probability and relative frequency.	64.10%	92.86%
8.5.4	Identify statistical methods and probability for making decisions.	84.62%	92.86%
8.6.1	Demonstrate knowledge and use of the one- and two-dimensional coordinate systems.	73.81%	100.00%
8.6.2	Apply algebraic concepts and operations to solve linear equations and word problems.	69.05%	100.00%
8.6.3	Describe and represent relations, using tables, graphs, and rules.	67.50%	95.24%
Overall Averages		78.50%	96.43%

See page 6 for 12th grade Mathematics Standards Assessments Results.

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.

ACT Test Results: 2005-2006

Of the 13 states with at least 70 percent of their students tested on the ACT college entrance exam, Nebraska is #1 nationally.

- Seventy-six percent of Nebraska students were tested in 2005.
- They received an average score of 21.8, compared to the national average of 20.9.

DATA SOURCE:ACT, Inc.

ACT Composite			
Years	National Average	State Average	District Average
2001-2002	20.80	21.70	20.30
2002-2003	20.80	21.70	21.70
2003-2004	20.90	21.70	21.90
2004-2005	20.90	21.80	21.50
2005-2006	21.10	21.90	21.10