

ANNUAL RULE 10 REPORT

OTOE COUNTY SCHOOL  
DISTRICT #501

PALMYRA-BENNET SCHOOL DISTRICT OR-1  
425 F STREET, BOX 130  
PALMYRA, NEBRASKA 68418  
(402) 780-5327

Prepared by:  
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Superintendent of Schools  
December 1, 2006

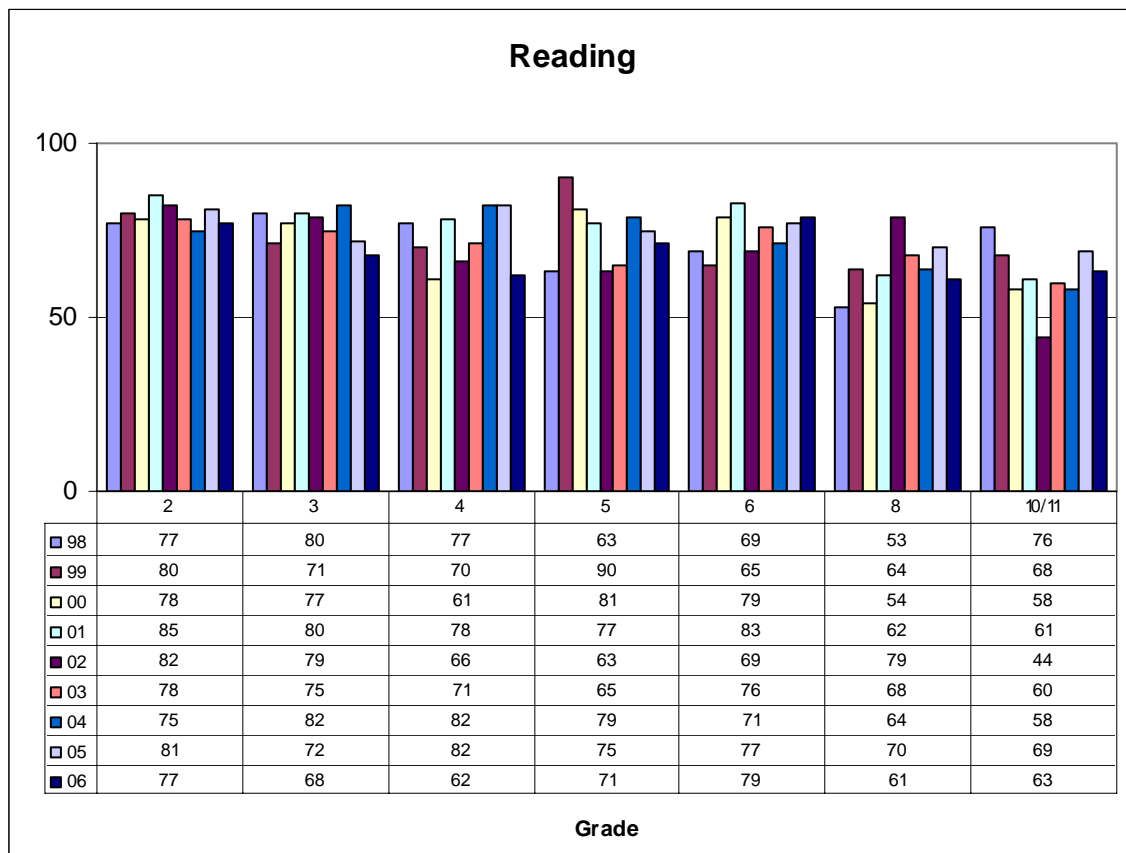
## INTRODUCTION

This report is required of school districts by the Nebraska State Department of Education in order for them to be in compliance with state accreditation standards. Each district in the state must report specific information to their patrons each year. Mandatory report topics are student progress, demographics, learning climate, and finance. The regulation also requires that the information be published and distributed to patrons. If you have any questions about these topics or others, please feel free to contact the school office.

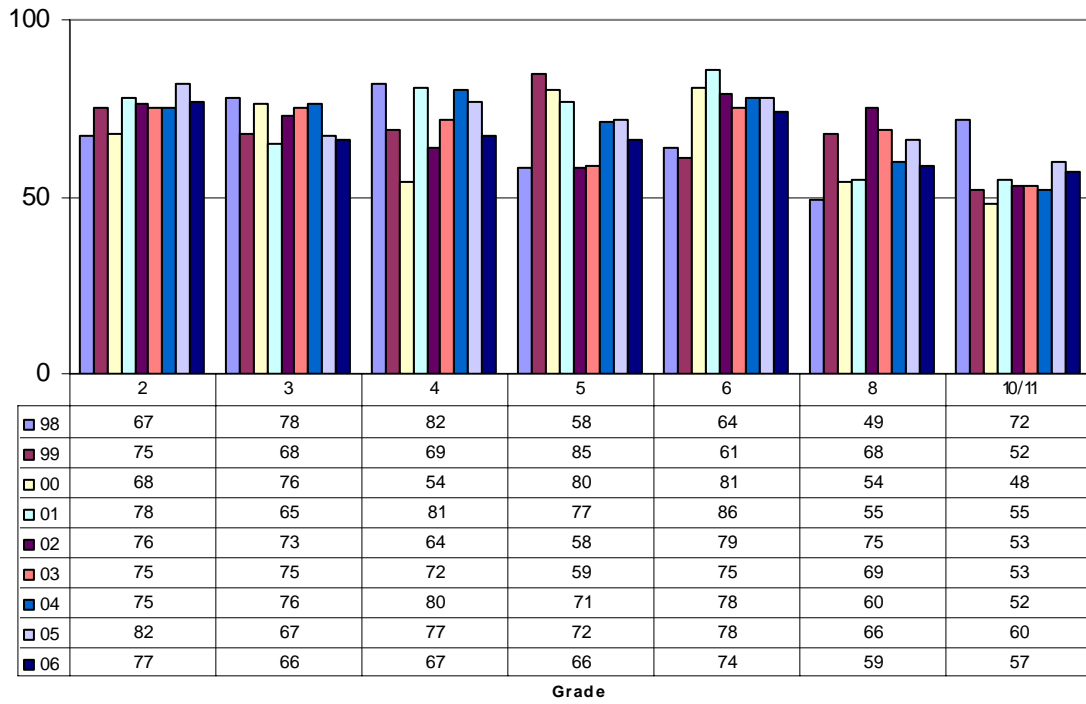
## STUDENT PERFORMANCE

Students in grades 2, 3, 4, 5, 6, 8 and 10 or 11 are tested each year with the nationally normed Comprehensive Test of Basic Skills (CTBS) to assess their academic progress. Annually in April, our students are tested in the areas of reading, math, language, science and social studies.

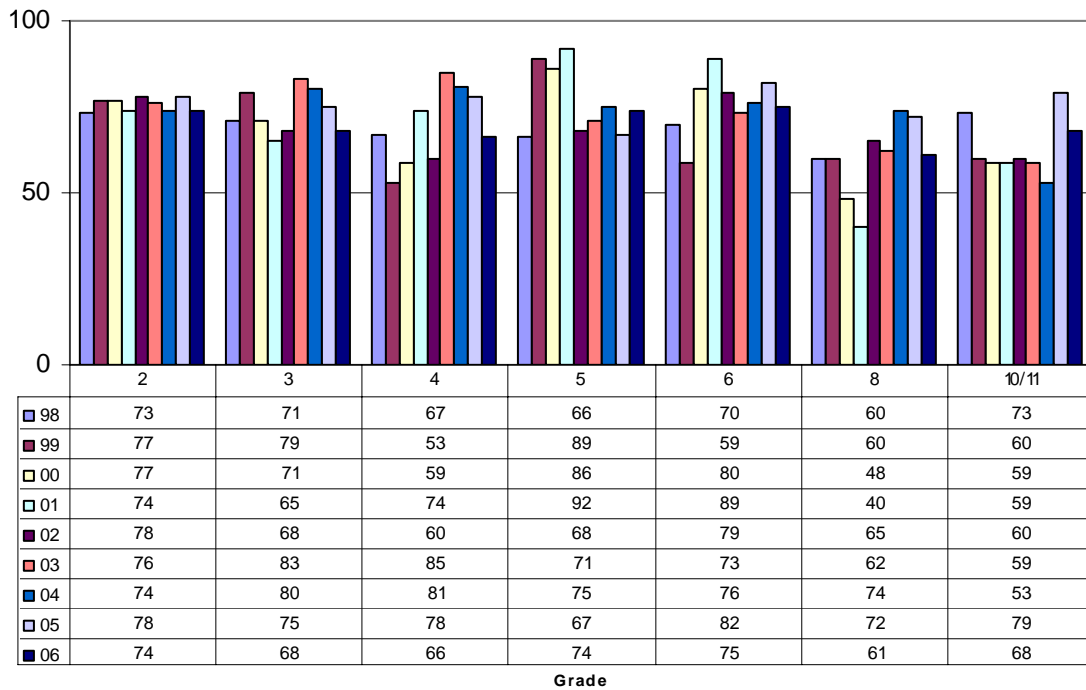
Test results are expressed in terms of percentile rank. For the 1997-98 thru 2005-06 school years the results are as follows:



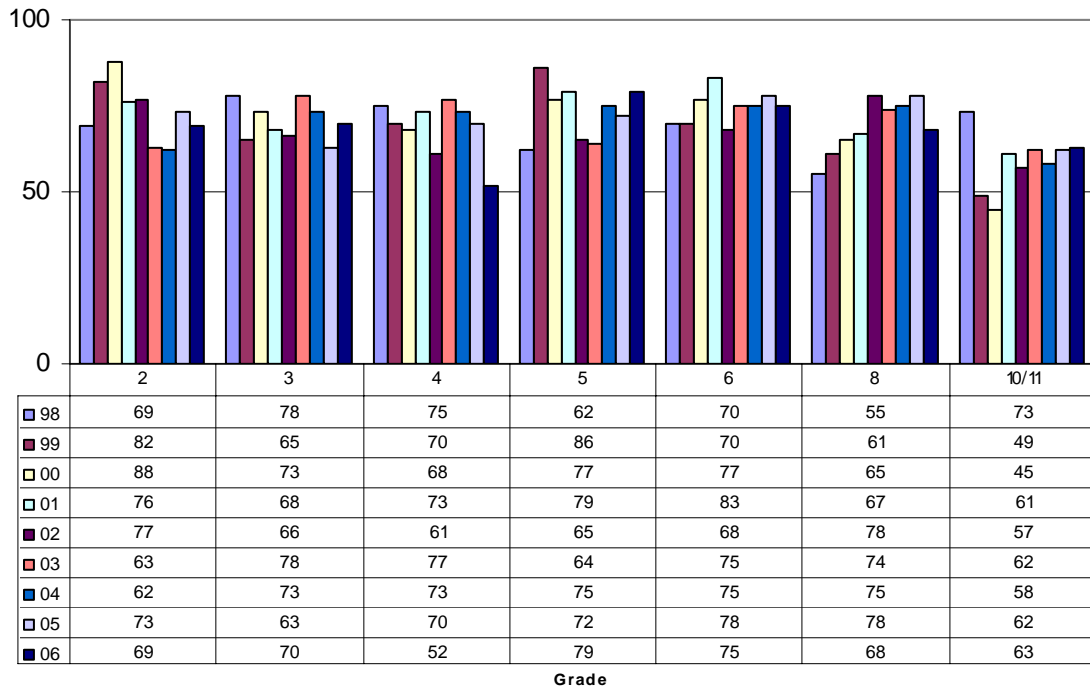
### Language



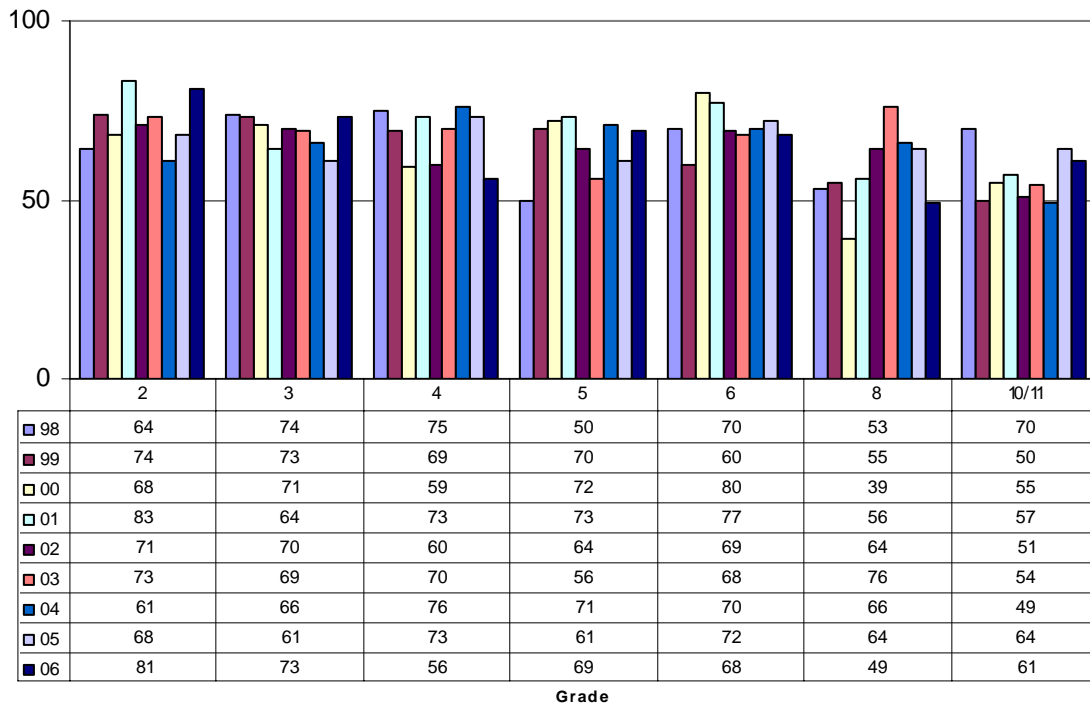
### Math



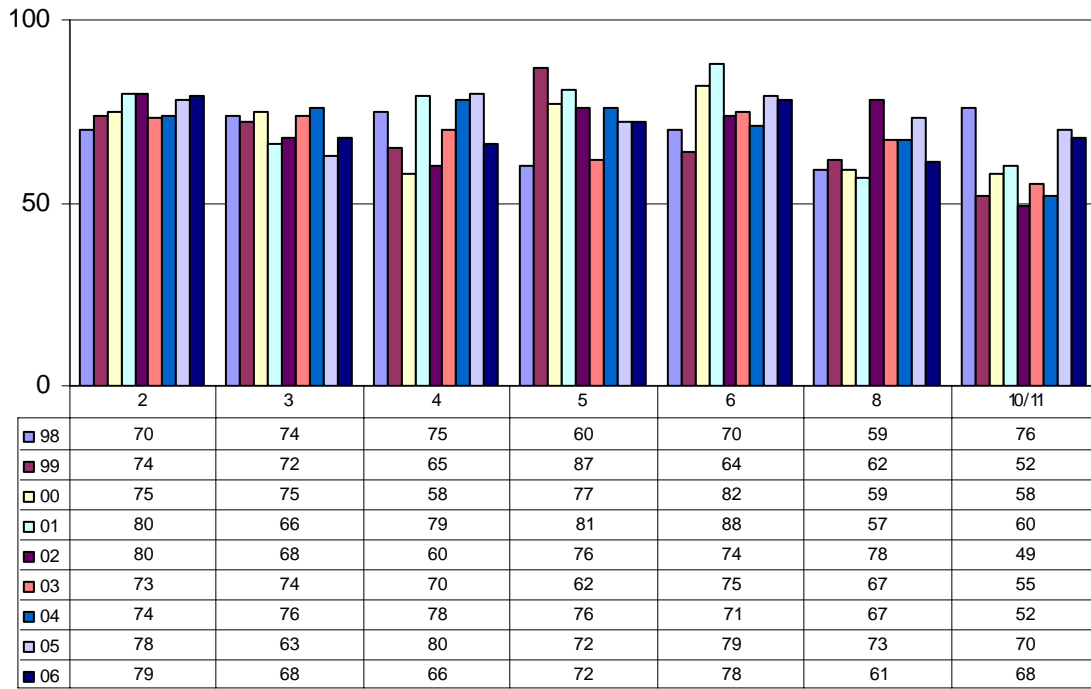
## Science



## Social Studies



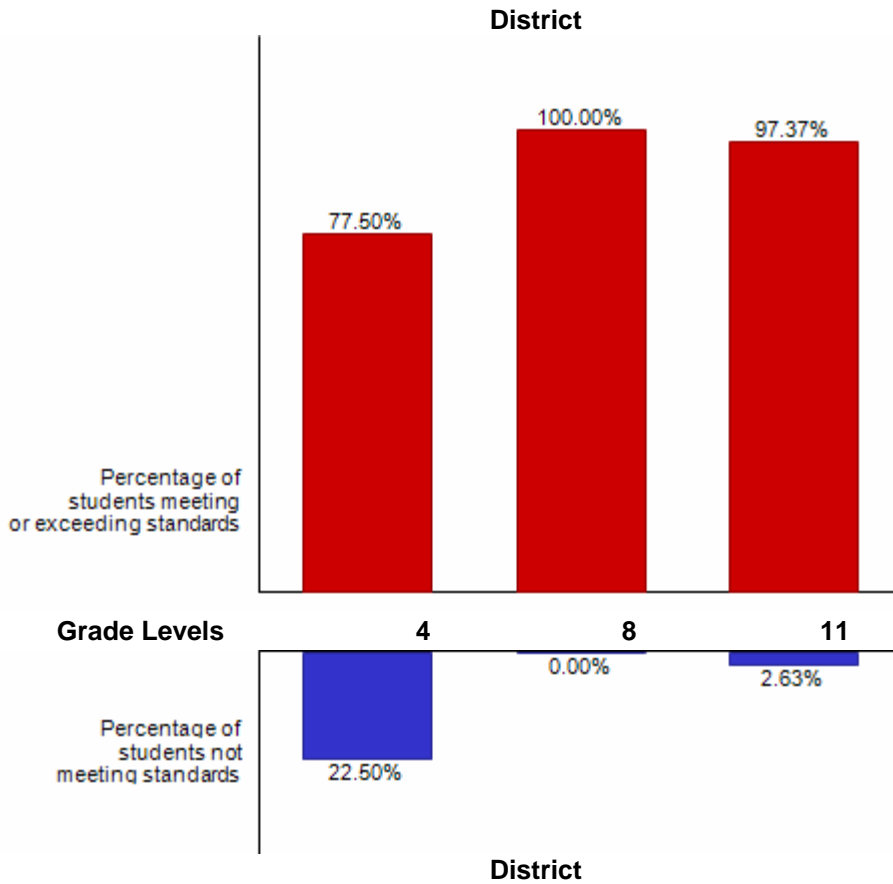
## Total Battery



Grade

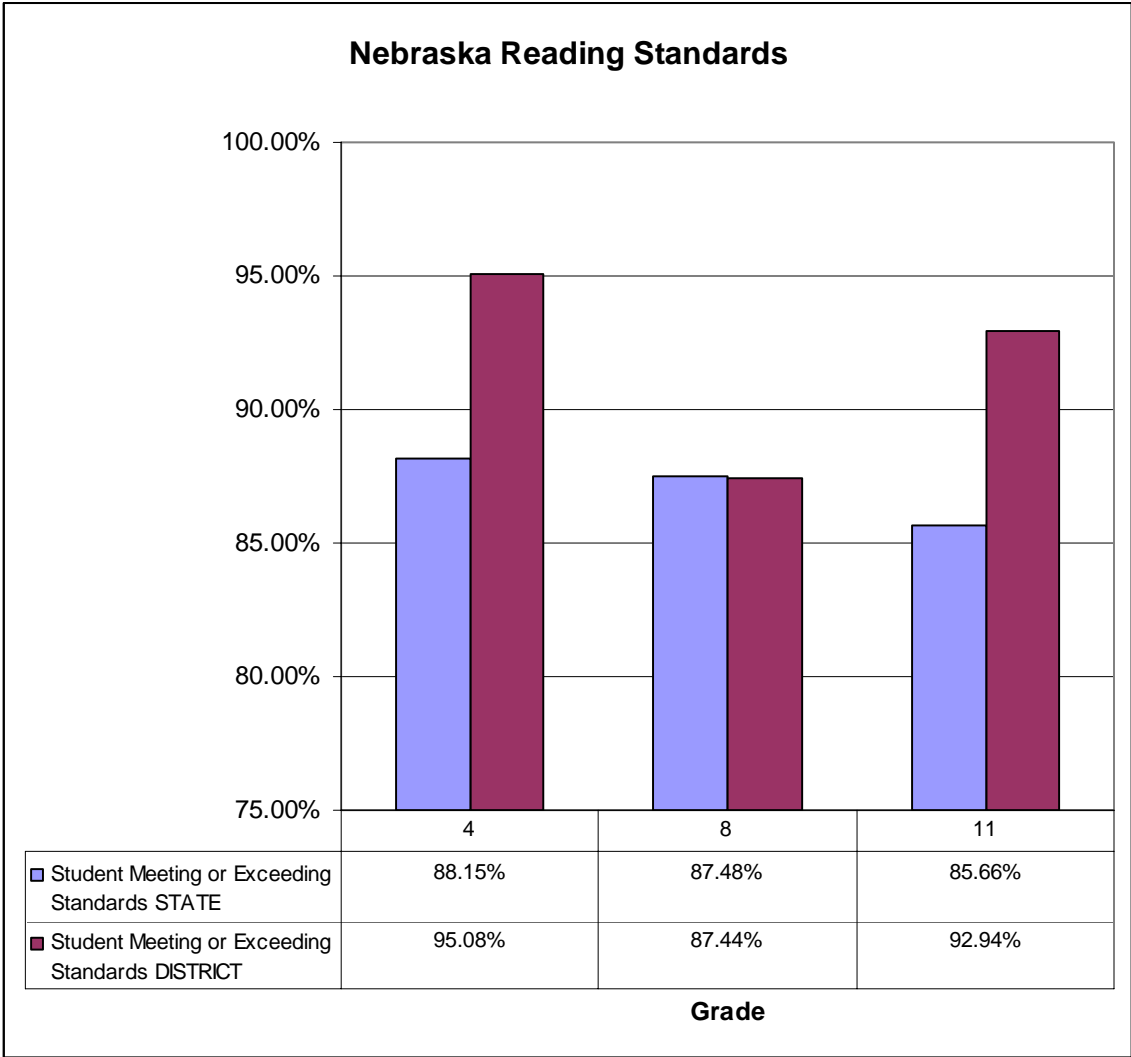
## Statewide Writing Assessment All Students 2005 - 2006

The Statewide Writing Assessment results show the percentage of students who met or exceeded the state writing standards in 2005 - 2006.

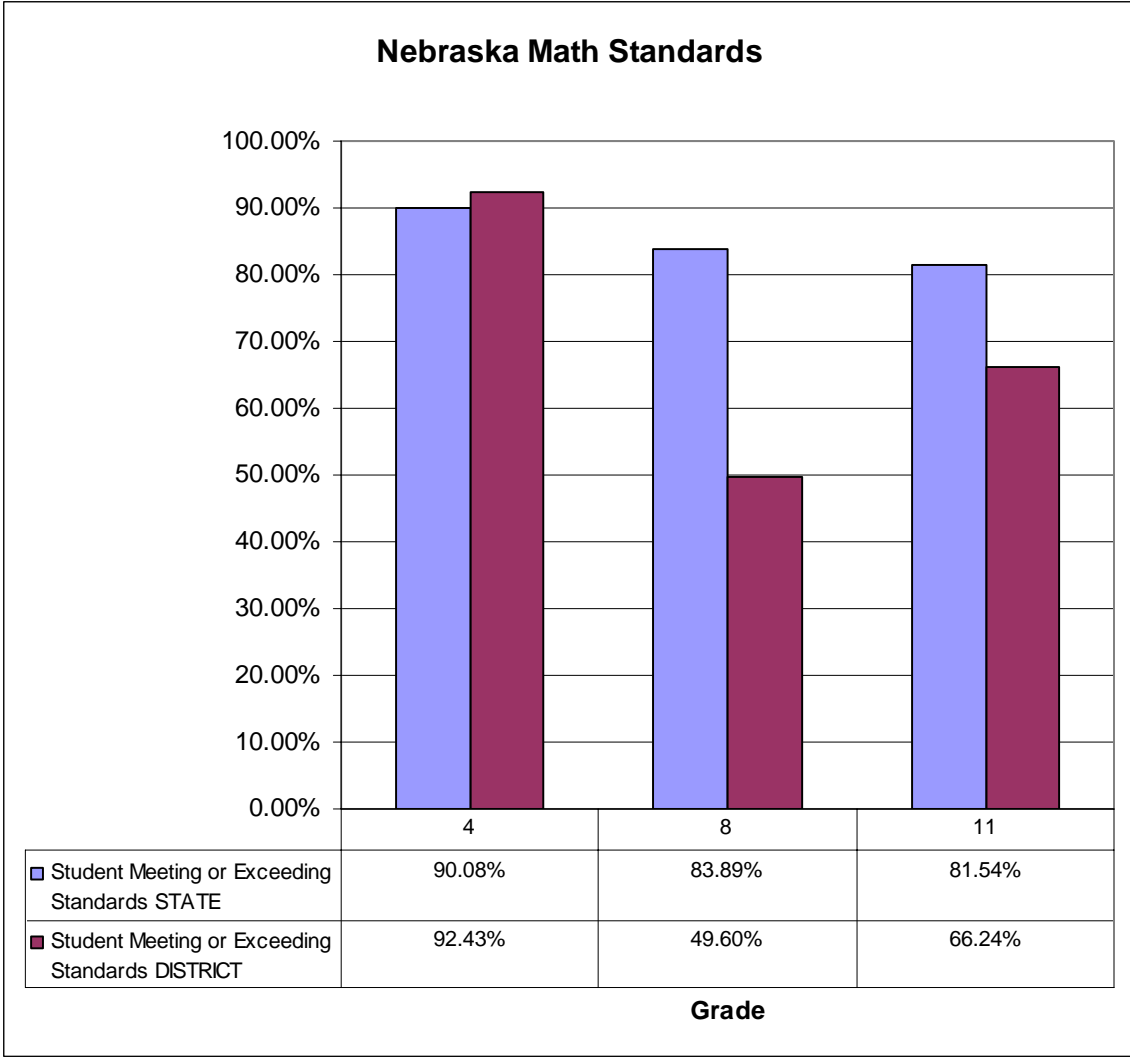


Student Performance		
Grade Levels	Students Not Meeting Standards	Students Meeting or Exceeding Standards
4	22.50%	77.50%
8	0.00%	100.00%

Student Participation				
	Students Not Assessed		Students Assessed	
	Percent	Number	Percent	Number
Grade 4	0.00%	0	100.00%	40
Grade 8	0.00%	0	100.00%	42



Nebraska Reading Standards			Students Assessed
	Student Meeting or Exceeding Standards <b>STATE</b>	Student Meeting or Exceeding Standards <b>DISTRICT</b>	
4	88.15%	95.08%	92%
8	87.48%	87.44%	100%
11	85.66%	92.94%	100%

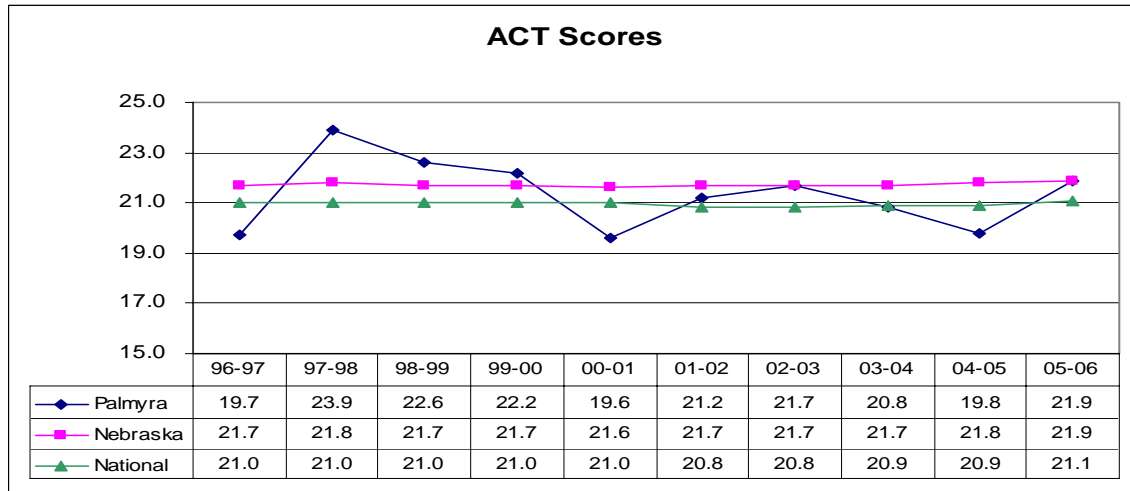


Nebraska Math Standards			Students Assessed
	Student Meeting or Exceeding Standards <b>STATE</b>	Student Meeting or Exceeding Standards <b>DISTRICT</b>	
4	90.08%	92.43%	93%
8	83.89%	49.60%	100%
11	81.54%	66.24%	100%

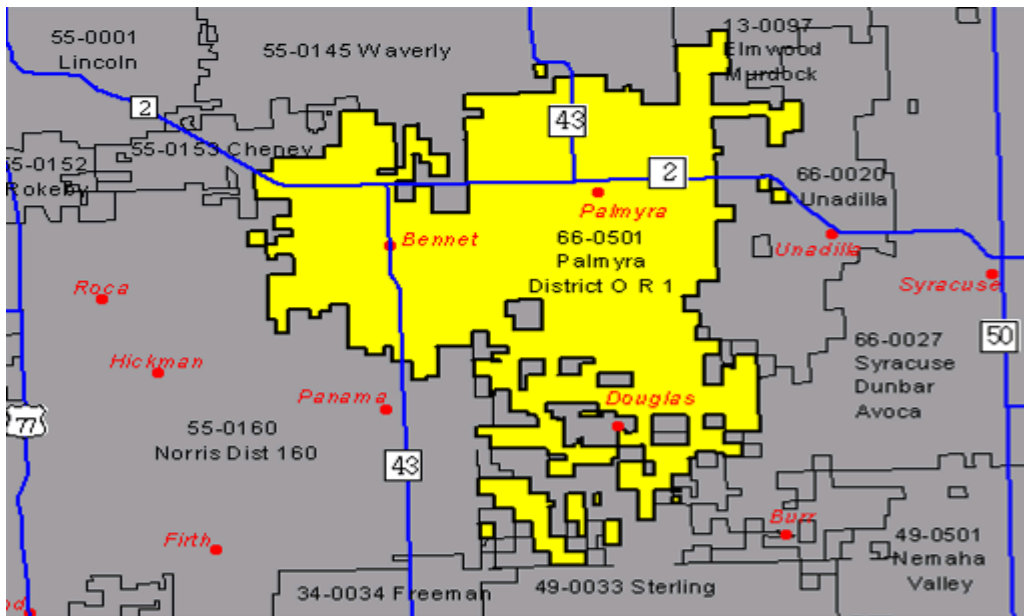
The American College Test (ACT) is a college entrance exam administered by the College Board. Since the ACT assessment is designed for those students who plan to attend college, the focus is on the students who completed the recommended college preparatory courses. However, these scores include those of students who took the ACT without having taken the recommended college preparatory courses. The four academic tests of the ACT measure abilities in English, Mathematics, Reading, and Science. The ACT test scores are reported on a scale that ranges from 1 to 36.



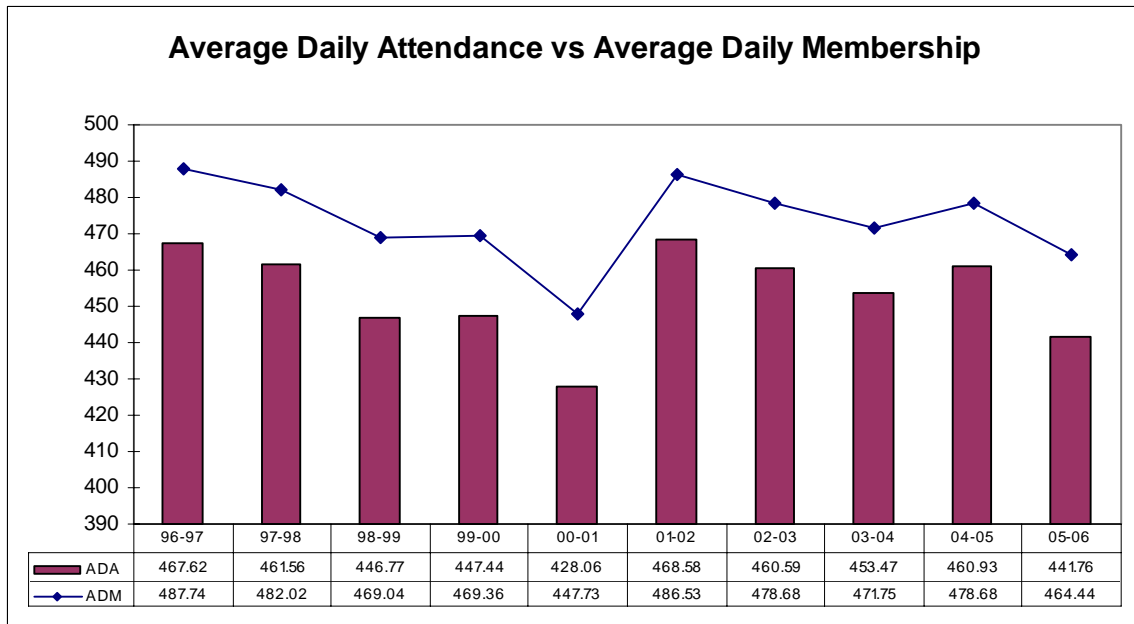
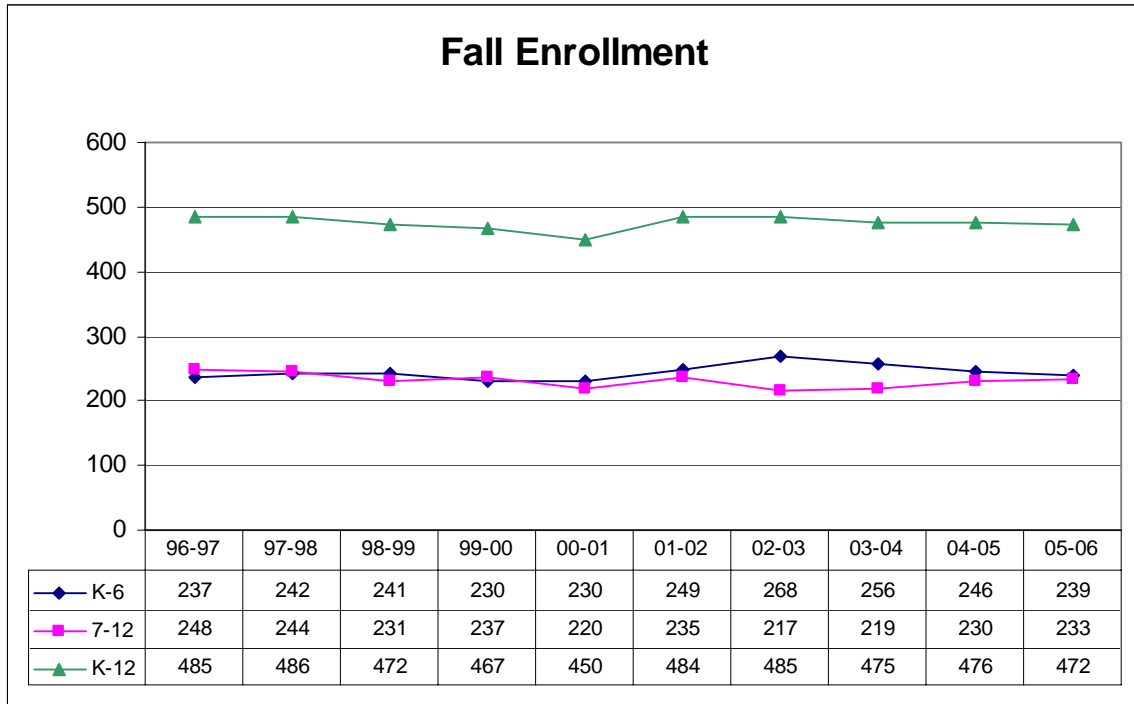
The following chart represents a 10-year history for District OR-1's ACT-tested students.

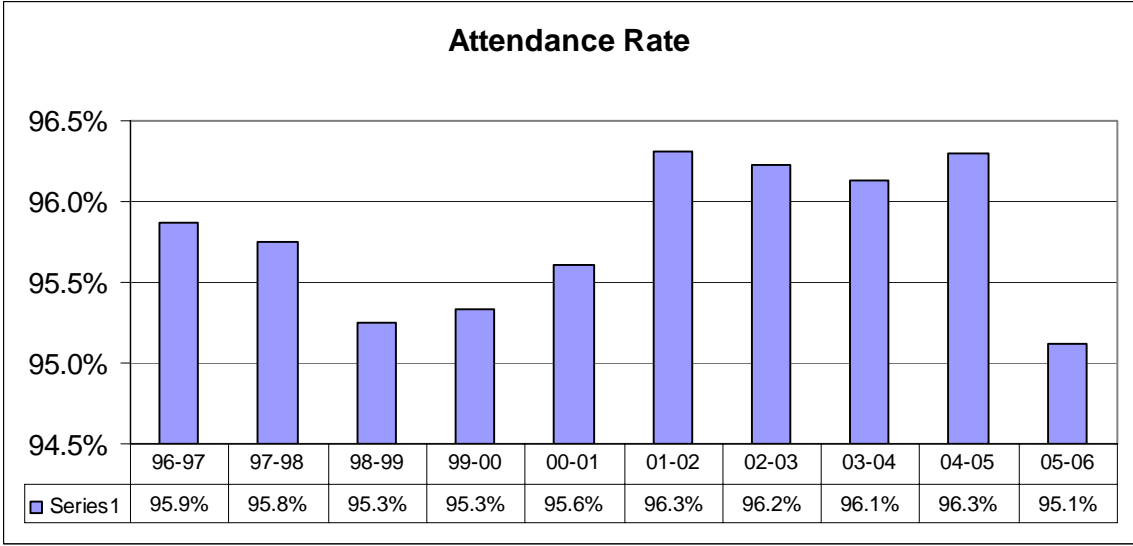


## SCHOOL DEMOGRAPHICS

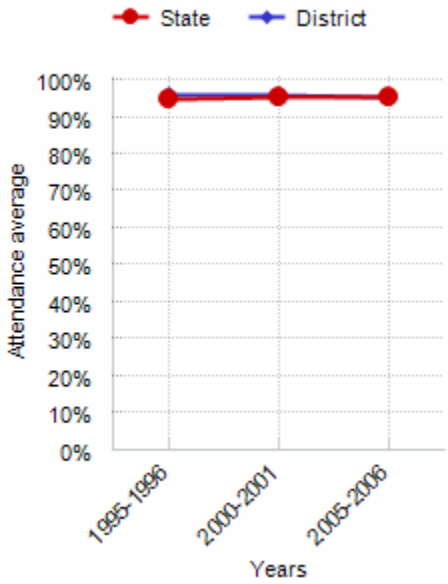


**ENROLLMENT--LAST FRIDAY IN SEPTEMBER**



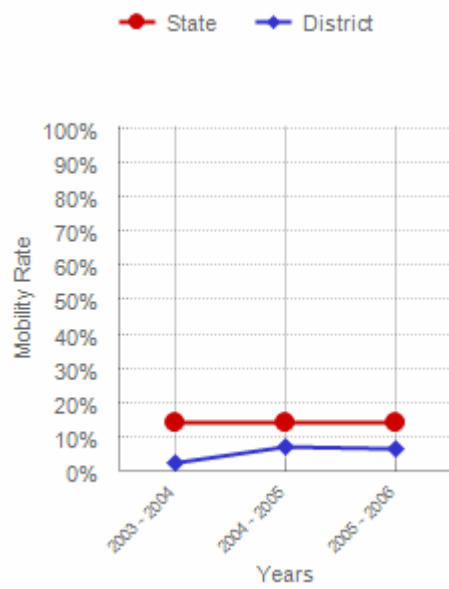


### Attendance Rate



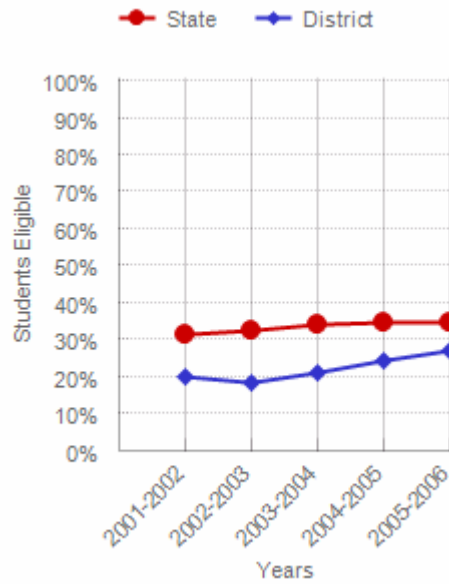
Attendance Rate		
Years	State	District
1995-1996	94.85%	95.55%
2000-2001	95.06%	95.53%

## Mobility Rate



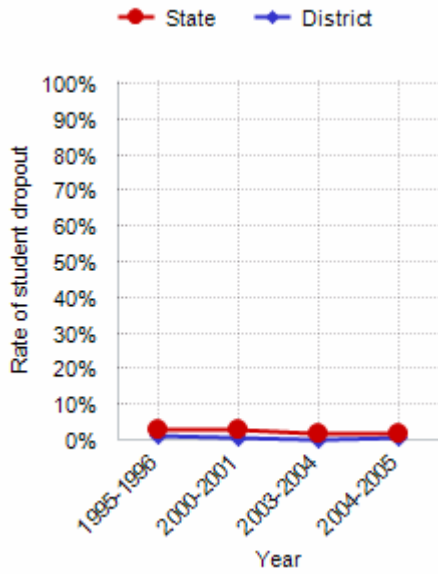
Mobility Rate		
Years	State	District
2003 - 2004	13.89%	2.11%
2004 - 2005	13.82%	6.74%

## Students Eligible for Free/Reduced Priced Meals

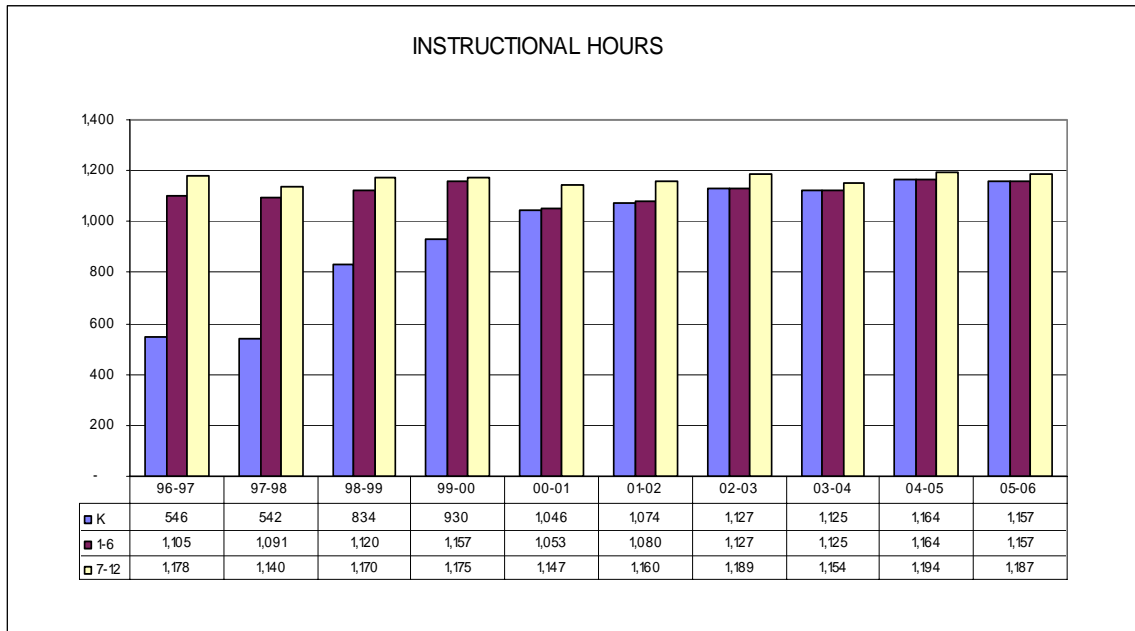


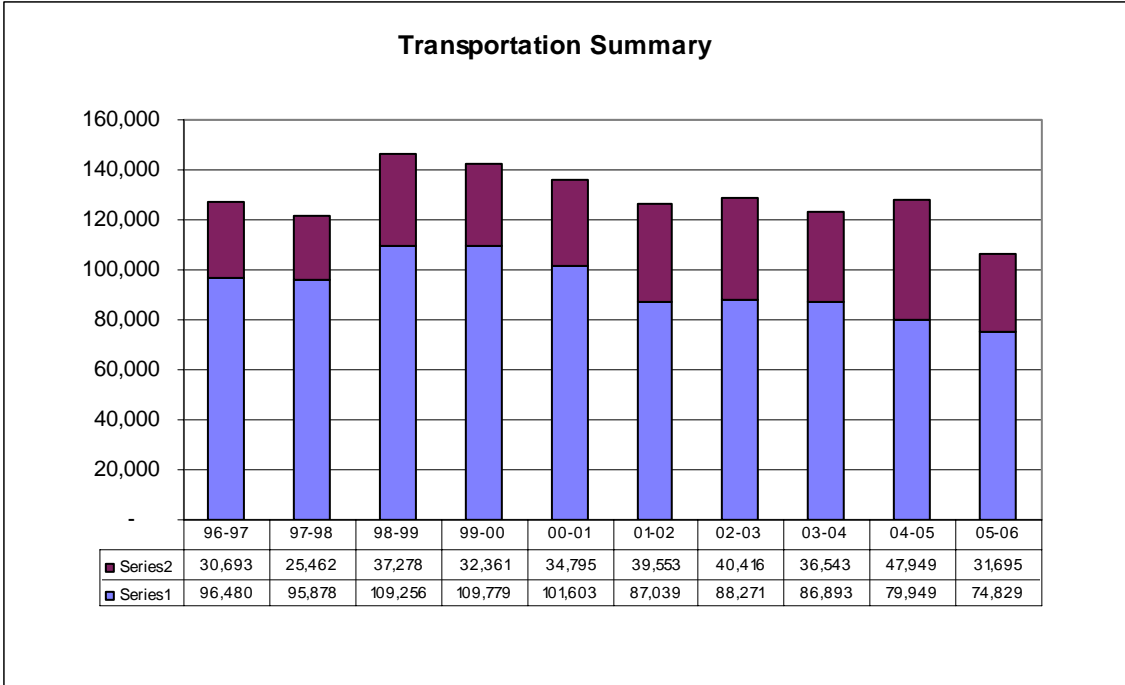
Free/Reduced Priced Meals		
Years	State	District
2001-2002	31.23%	20.25%
2002-2003	32.41%	18.56%
2003-2004	33.93%	20.84%
2004-2005	34.79%	24.42%

## Dropout Rate - All Students



Student Dropout Rate		
Years	State	District
1995-1996	3.01%	0.85%
2000-2001	2.73%	0.45%
2003-2004	1.92%	0.00%





## STAFF

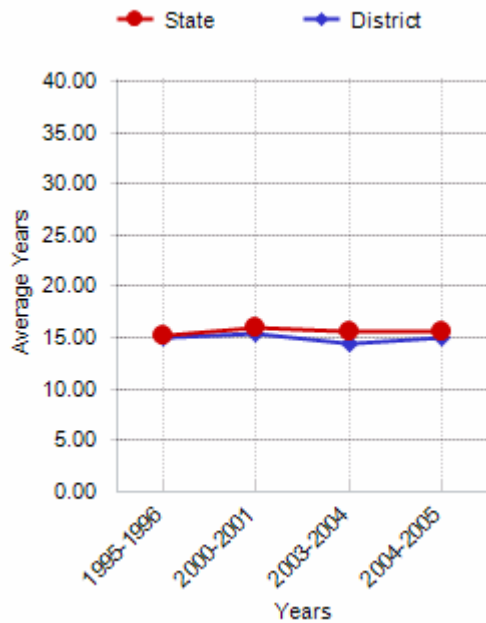
During the 2005-06 school year, District OR-1 Public Schools was served by a Superintendent, two Principals, an Assistant HS Principal/Activities Director, and a professional teaching staff of forty-two.

## Average Teacher Salary



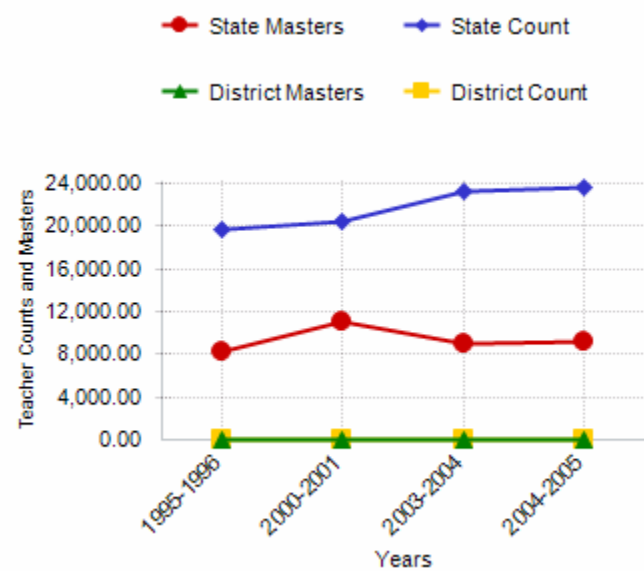
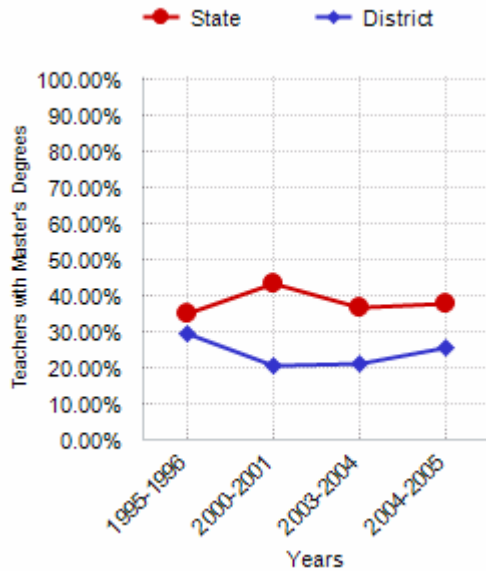
Average Teacher Salary		
Years	State	District
1995-1996	\$31,514	\$29,074
2000-2001	\$34,258	\$31,923
* 2003-2004	\$38,343	\$32,857

## Average Years of Teaching Experience



Average Years of Teaching Experience		
Years	State	District
<b>1995-1996</b>	15.14	15.05
<b>2000-2001</b>	16.03	15.33
<b>2003-2004</b>	15.62	14.50

## Percentage and Count of Teachers with Master's Degrees



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
<b>1995-1996</b>	19,668.28	35.12	8,185.00	12.00	35.27%	29.27%
<b>2000-2001</b>	20,479.84	36.48	11,010.00	8.00	43.59%	20.51%

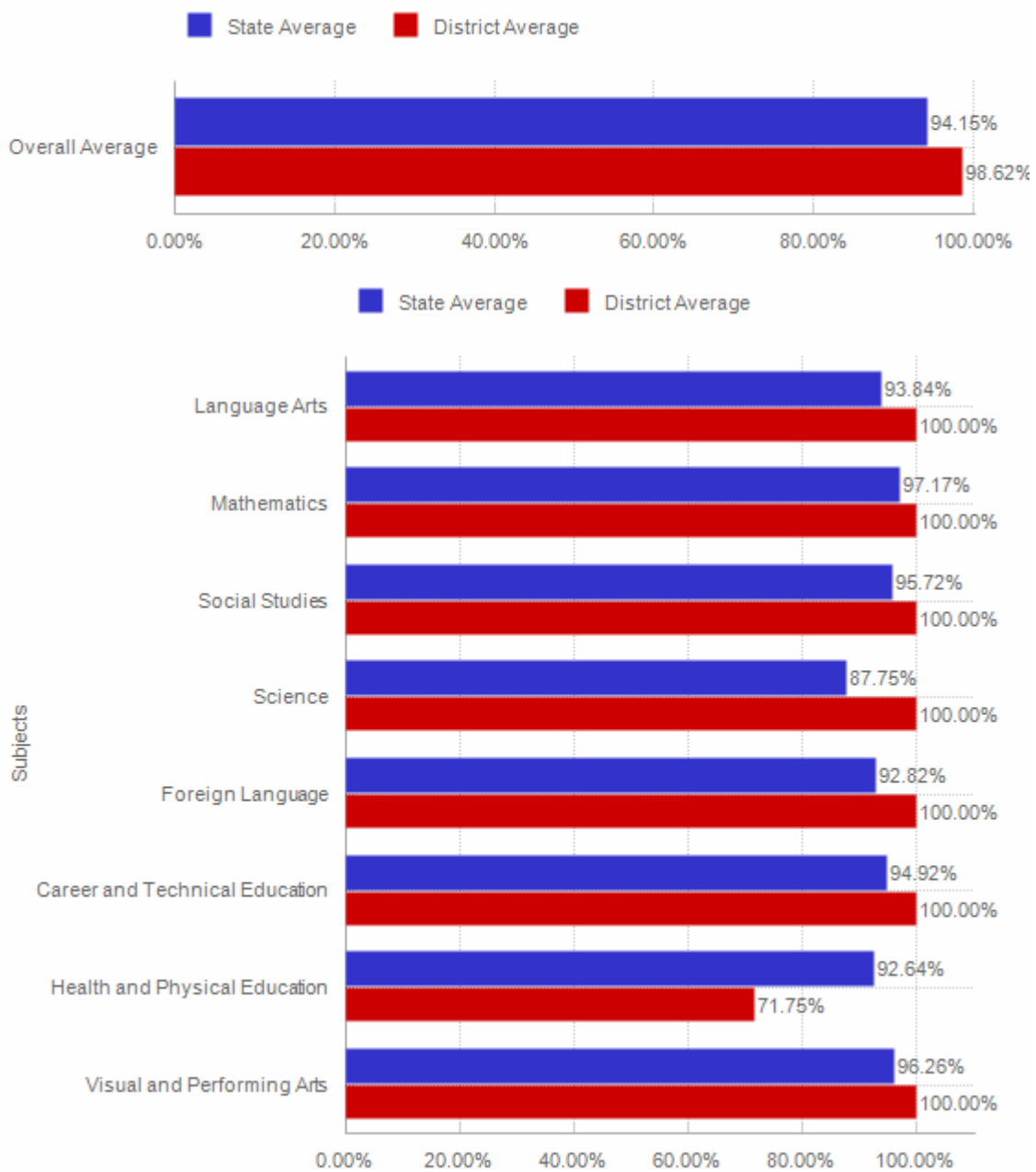


<b>2003-2004</b>	23,302.60	35.88	8,980.00	8.00	36.89%	21.05%
<b>2004-2005</b>	23,536.03	36.62	9,278.00	10.00	37.73%	25.64%

State accreditation requirements specify that at least 80 percent of instructional units provided in the secondary grades must be assigned to teachers who hold certificates displaying appropriate endorsements. Endorsements mean the teachers majored in the subjects they teach.

Percentage of 9<sup>th</sup> - 12<sup>th</sup> grade classes taught by teachers endorsed in that subject.

### High School Teachers Endorsed in the Subject Area They Teach 2005-2006



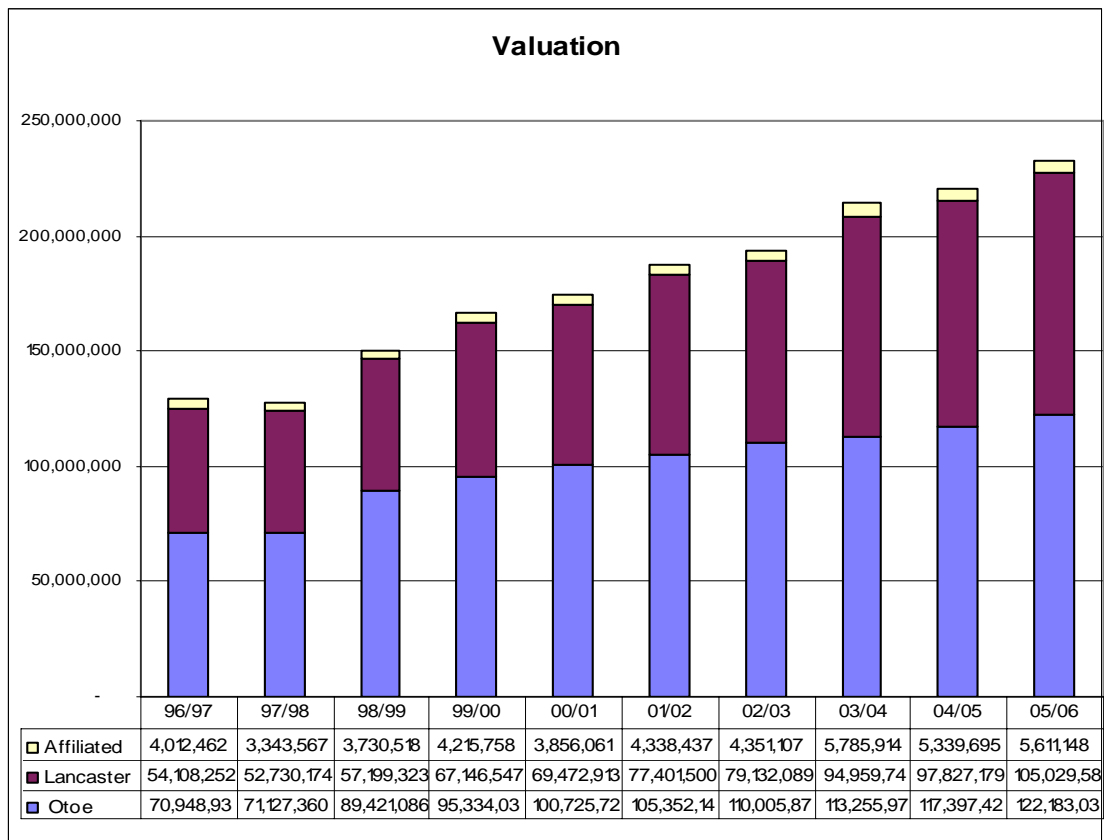
### High School Teachers Endorsed in the Subject Area They Teach

Subject	State Average	District Average
Language Arts	93.84%	100.00%
Mathematics	97.17%	100.00%
Social Studies	95.72%	100.00%
Science	87.75%	100.00%
Foreign Language	92.82%	100.00%
Career and Technical Education	94.92%	100.00%
Health and Physical Education	92.64%	71.75%
Visual and Performing Arts	96.26%	100.00%

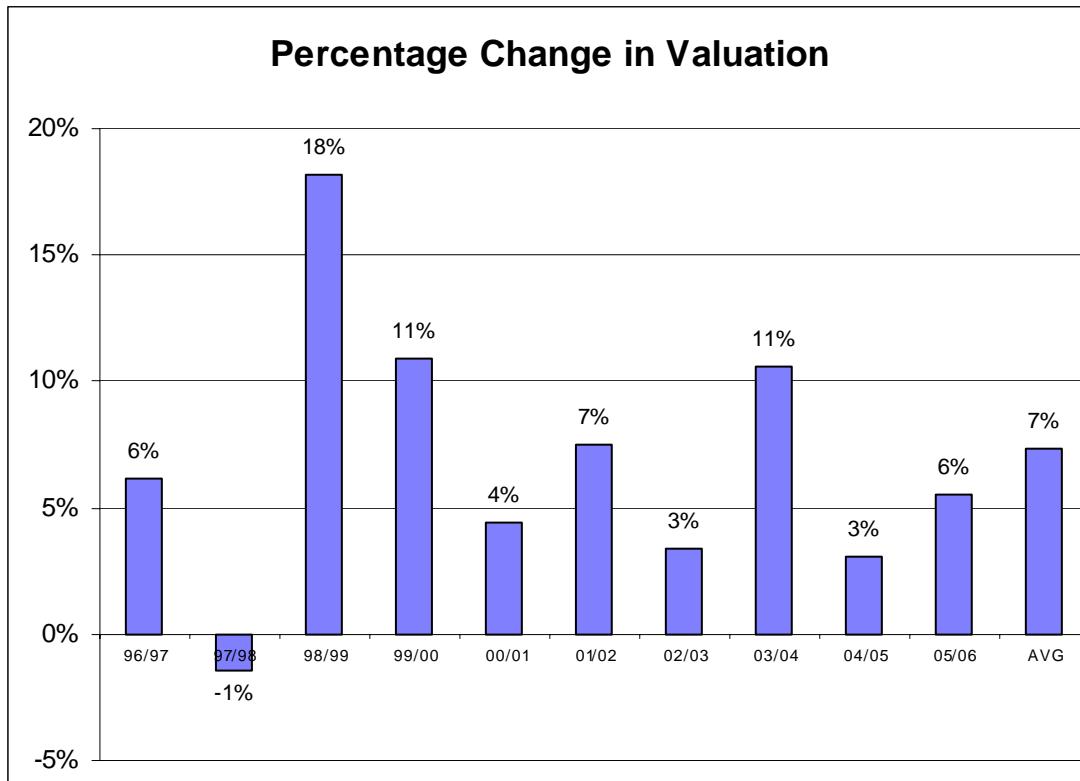
## FINANCIAL DATA

### DISTRICT VALUATION

District OR-1 property valuations have shown a significant increase over a period of time. The following graph and chart display those changes over a period of ten years.

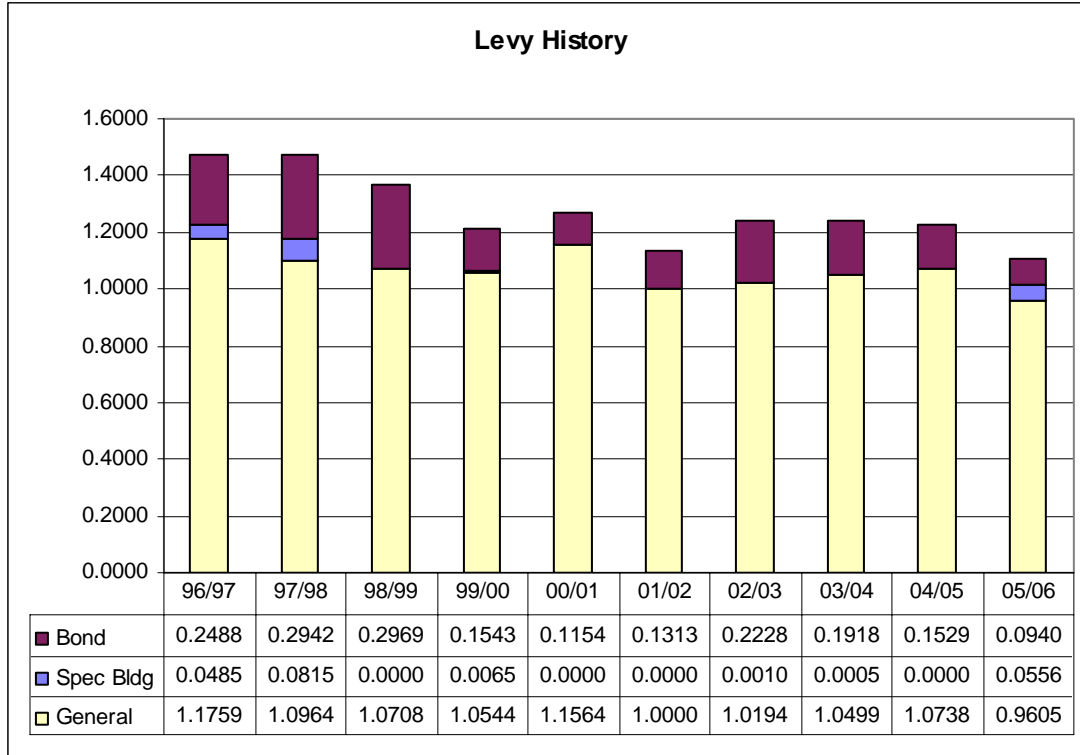


Despite the trend of increasing valuation, it remains difficult to predict annual growth in valuations as indicated on the following chart.



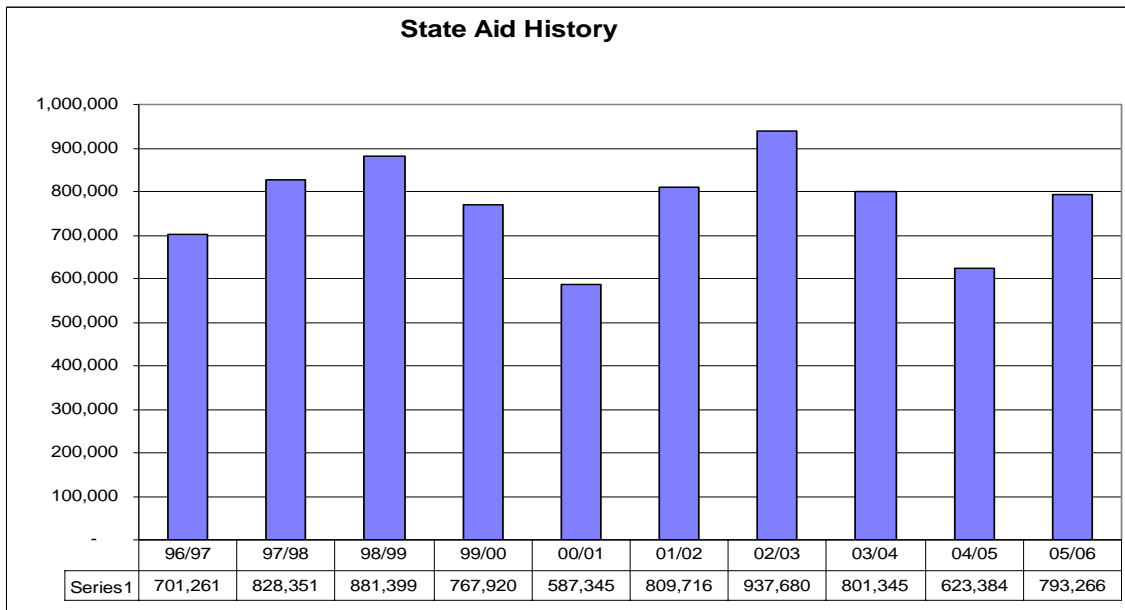
## TAX LEVIES

Total tax levy rates have primarily declined over the last few years. The total levy for the 2005-06 school year was the lowest total levy in the known history of the school district.



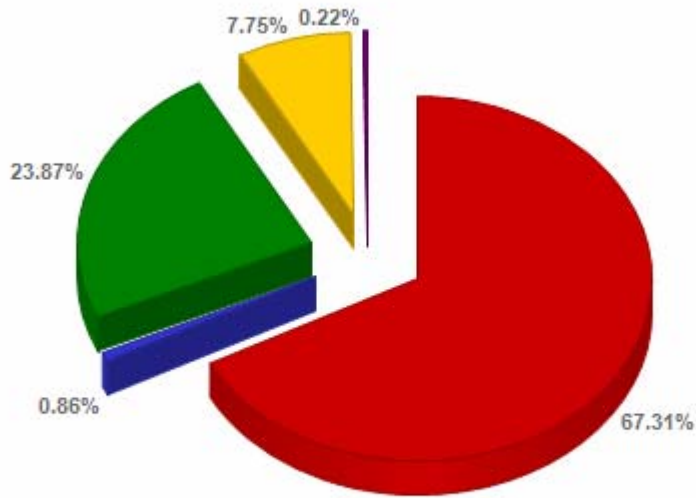
## STATE AID

State aid continues to be difficult to predict. The graph and chart below display state aid over the last ten years.

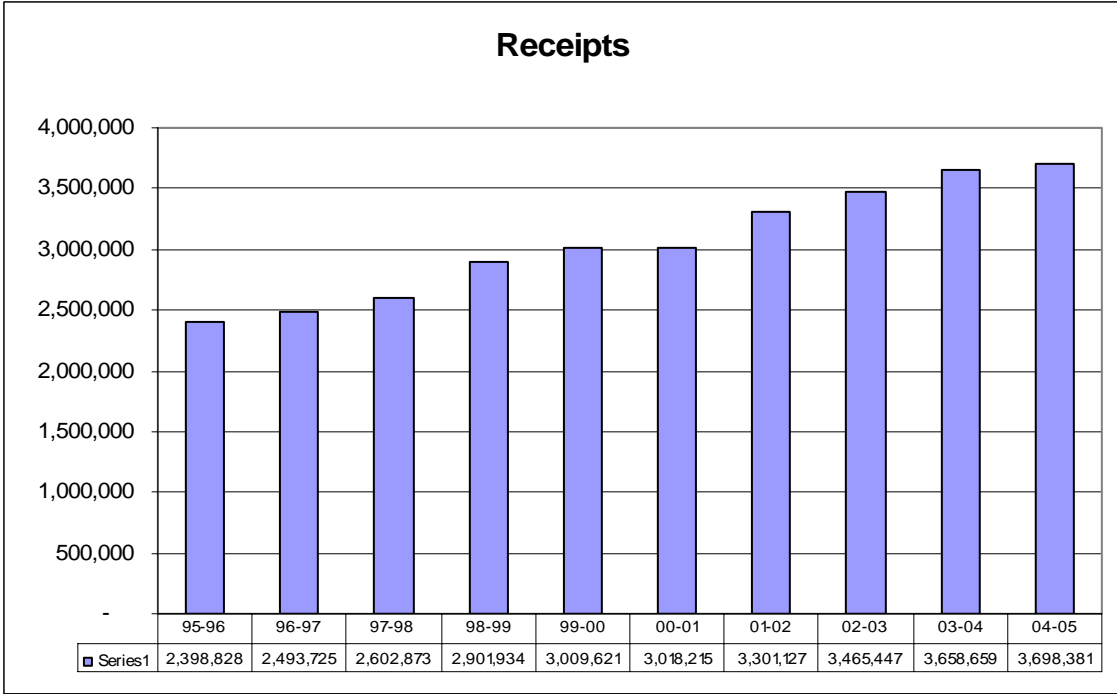


# SCHOOL DISTRICT RECEIPTS

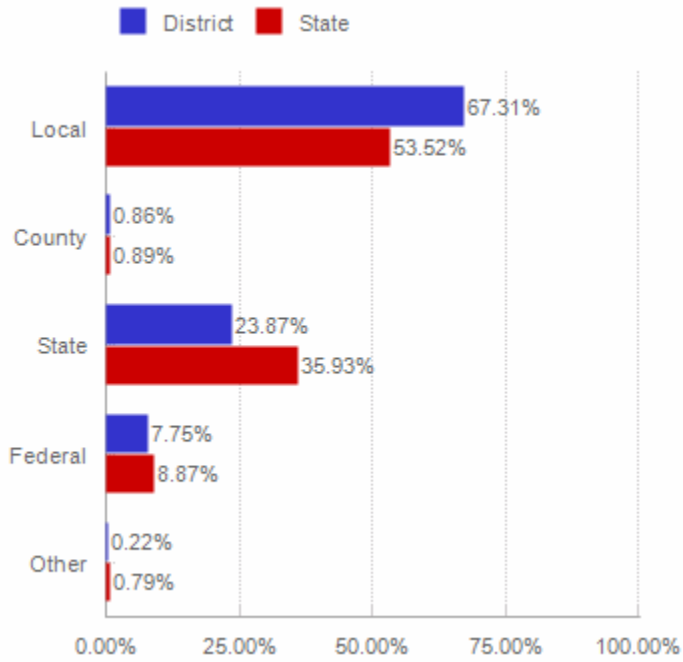
## Receipts 2004-2005 School Year



2004-2005 Receipts		
	Receipts	Percent
Local	<u>\$2,489,271.90</u>	67.31%
County	<u>\$31,664.99</u>	0.86%
State	<u>\$882,818.22</u>	23.87%
Federal	<u>\$286,481.39</u>	7.75%



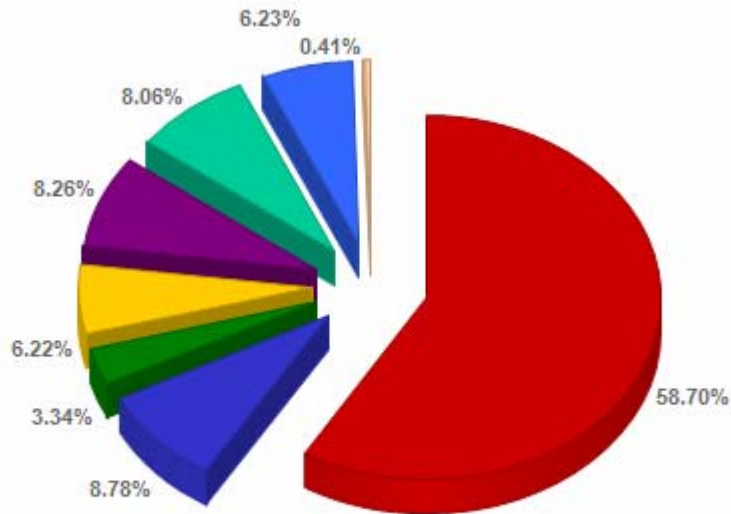
### Receipts State Average and District Comparison 2004-2005 School Year



2004-2005 Comparison		
	State Average	District
Local	53.52%	67.31%
County	0.89%	0.86%
State	35.93%	23.87%
Federal	8.87%	7.75%

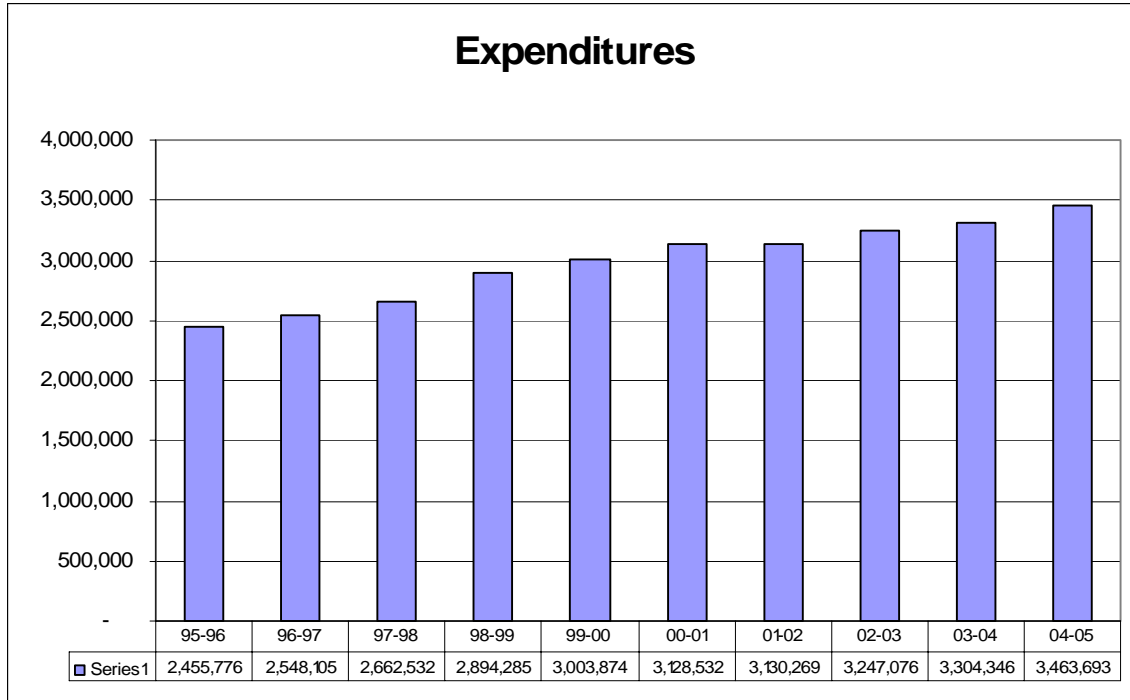
## SCHOOL DISTRICT EXPENDITURES

### Expenditures 2004-2005 School Year

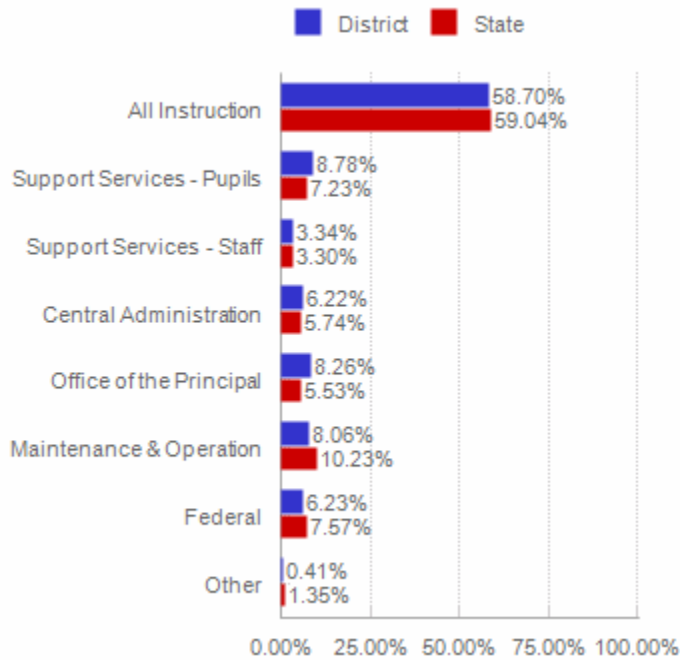


2004-2005 Expenditures		
	Expenditures	Percent
All Instruction	<u>\$2,033,145.31</u>	58.70%
Support Services - Pupils	<u>\$304,188.21</u>	8.78%
Support Services - Staff	<u>\$115,544.44</u>	3.34%
Central Administration	<u>\$215,456.62</u>	6.22%
Office of the Principal	<u>\$286,168.04</u>	8.26%
Maintenance & Operation	<u>\$279,184.70</u>	8.06%
Federal	<u>\$215,656.09</u>	6.23%





### Expenditures State Average and District Comparison 2004-2005 School Year



2004-2005 Comparison		
	State Average	District
All Instruction	59.04%	58.70%
Support Services - Pupils	7.23%	8.78%
Support Services - Staff	3.30%	3.34%
Central Administration	5.74%	6.22%
Office of the Principal	5.53%	8.26%
Maintenance & Operation	10.23%	8.06%
Federal	7.57%	6.23%

## School Improvement

District OR-1 first committed to the School Improvement Process (SIP) in the fall of 1993. At that time, a significant number of interested persons from the community, staff, and board of education began the process by developing a mission statement for the district. The mission statement and belief statements that were developed are as follows:

“Together, we prepare our students to successfully meet the challenges of the future”

District OR-1 will:

- Model and reinforce a sense of self-respect and respect for others.
- Provide equal opportunity for each student to develop his/her potential.
- Seek to develop a sense of individual responsibility and integrity.
- Seek and integrate educationally sound innovations into the curriculum.
- Provide a safe learning environment.

In the years that followed, a number of objectives were identified and the resources of the district were brought to bear on those challenges. Early areas of concern tended to spotlight the shortcomings associated with facilities and learning tools. With the completion of the building additions and renovations in 1998, efforts to improve curricular areas to meet the needs of all students became the focal point.

The process is now in the fourth year of a third five-year cycle. The following individuals have been appointed by the board of education to provide the leadership necessary for this endeavor. The steering committee members are:

David Bottrell	Co-Chairman
Steve Robb	Co-Chairman
Ken Malone	Secondary Staff
Jean Cheney	Elementary Staff
Aaron Hoeft	Special Education
Student Council Representatives	Students
Todd Calfee	Parent
Jaimi Calfee	Parent
Jo Pflanz	Board of Education
Clyde Childers	Ex-officio Member

In addition, the committee is assisted by Margaret McInteer and Mitzi Hoback of ESU #4 as the process continues.

To date, the steering committee has reaffirmed the mission statement and belief statements created by the original committee. A sub-committee has gathered and analyzed data related to student learning. A data driven selection of a goal for improvement of student learning in math has been identified. During the 2004-05 school

year, best practices for improvement of student learning in math were researched and an action plan for addressing that goal was developed. Implementation of those selected practices began during the 2005-06 school year. As the process continues, the steering committee will be soliciting the help and involvement in the process from additional members of the school community.