

ANNUAL RULE 10 REPORT

OTOE COUNTY SCHOOL  
DISTRICT #501

PALMYRA-BENNET SCHOOL DISTRICT OR-1  
425 F STREET, BOX 130  
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Prepared by:  
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Superintendent of Schools  
December 1, 2009

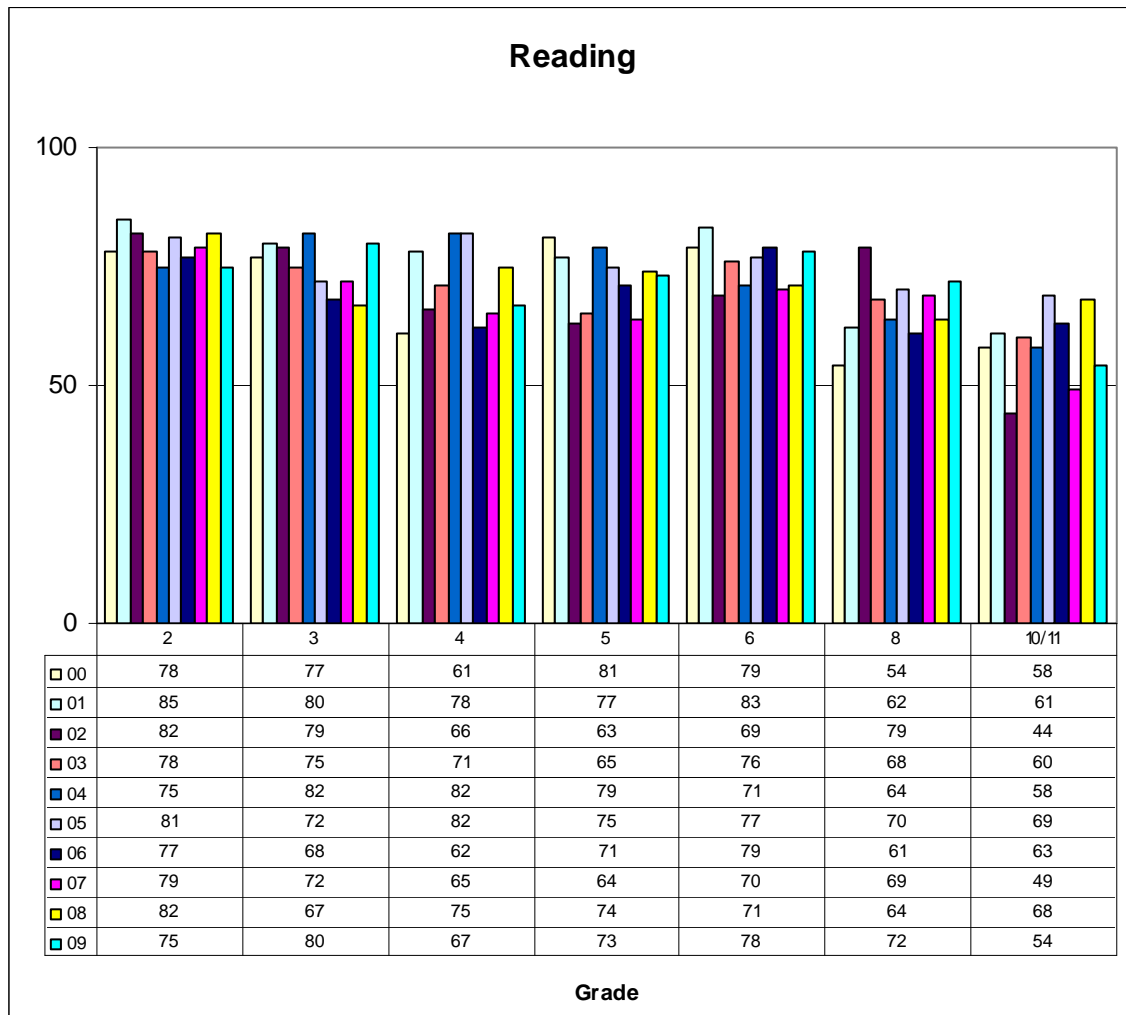
## INTRODUCTION

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.

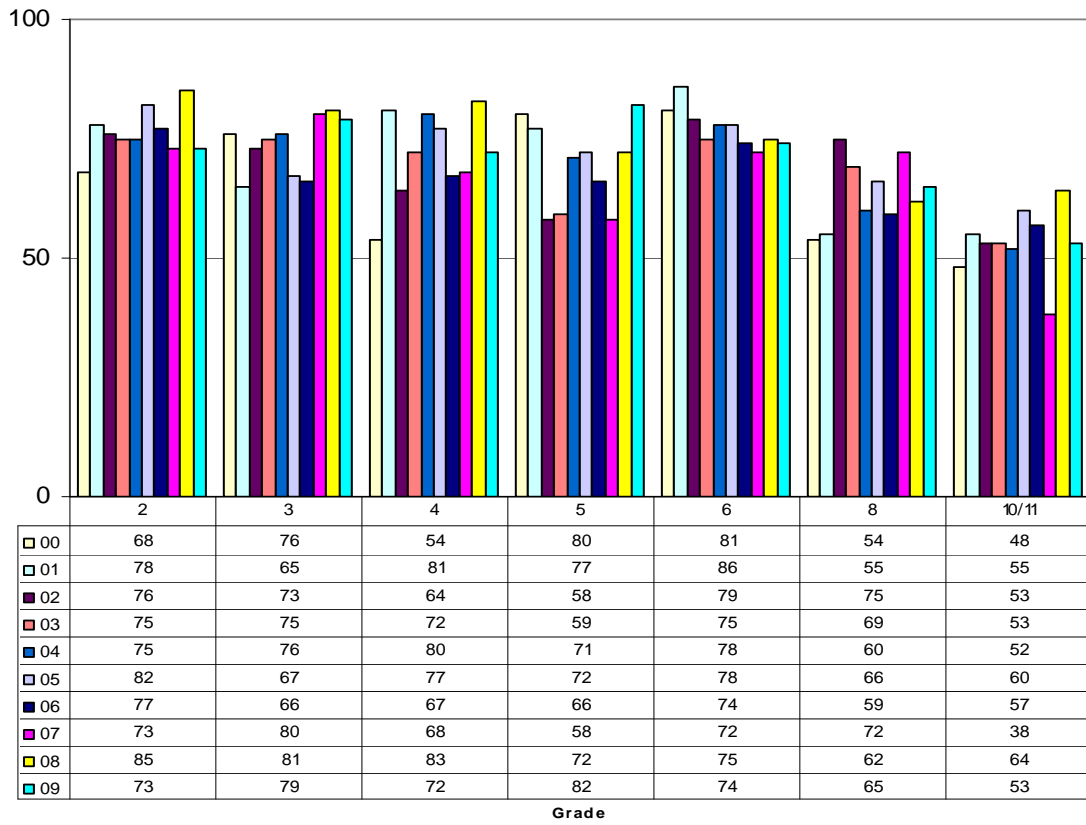
## STUDENT PERFORMANCE

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.

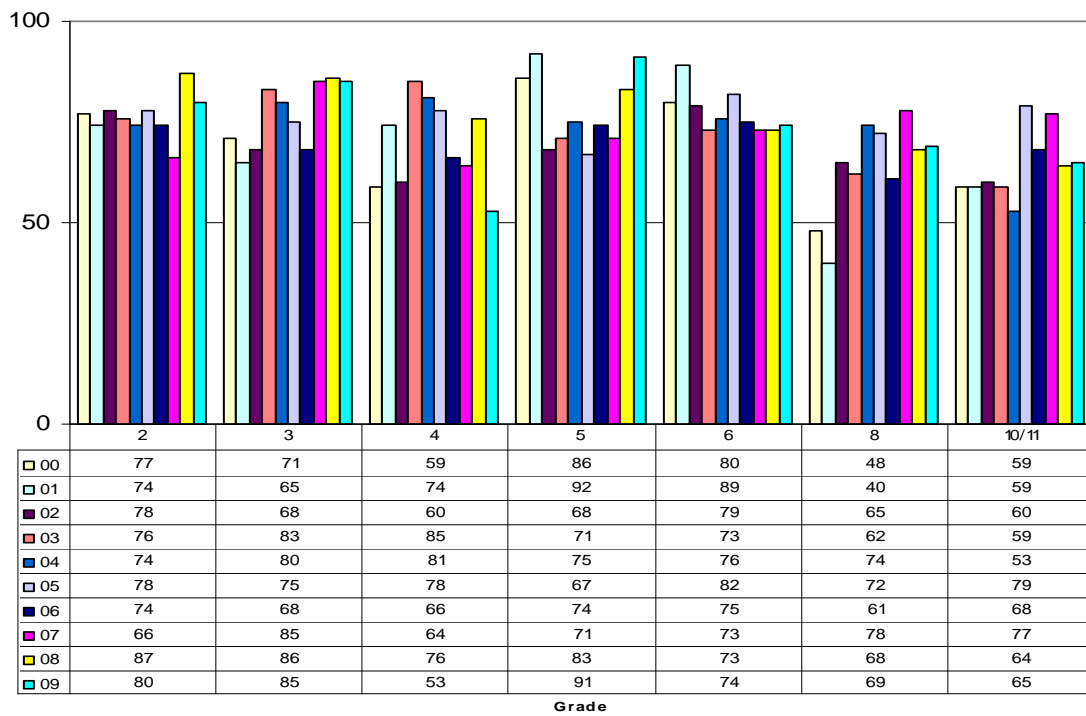
Test results are expressed in terms of percentile rank. For the 1999-2000 thru 2008-09 school years the results are as follows:



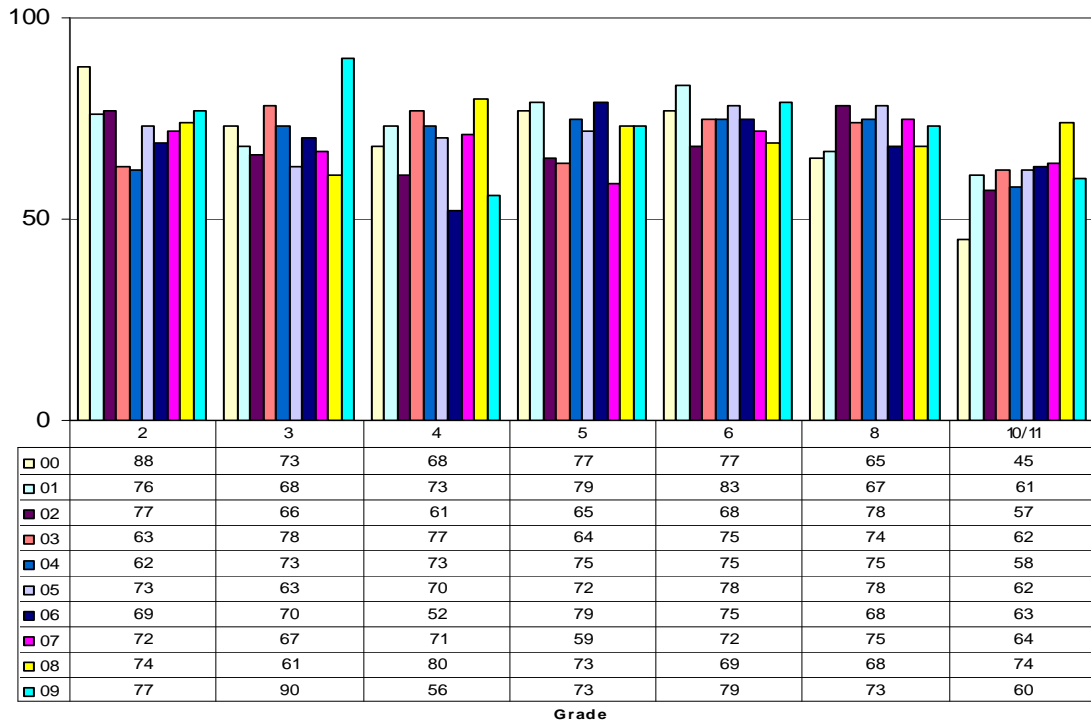
### Language



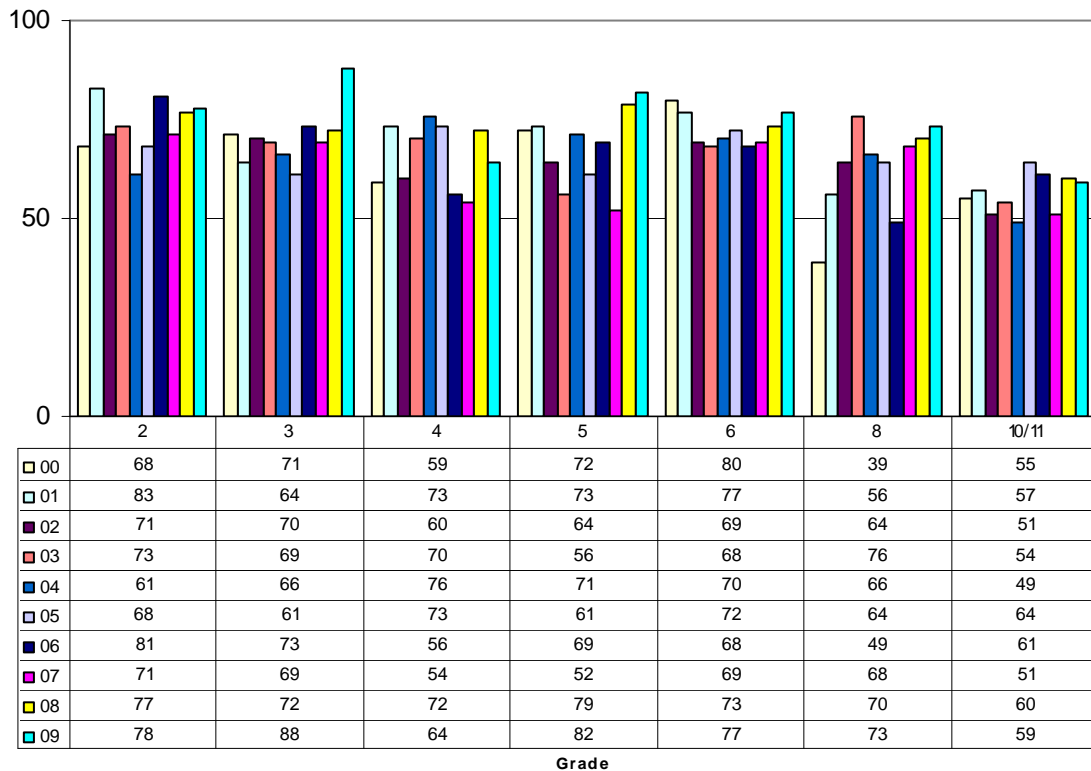
### Math



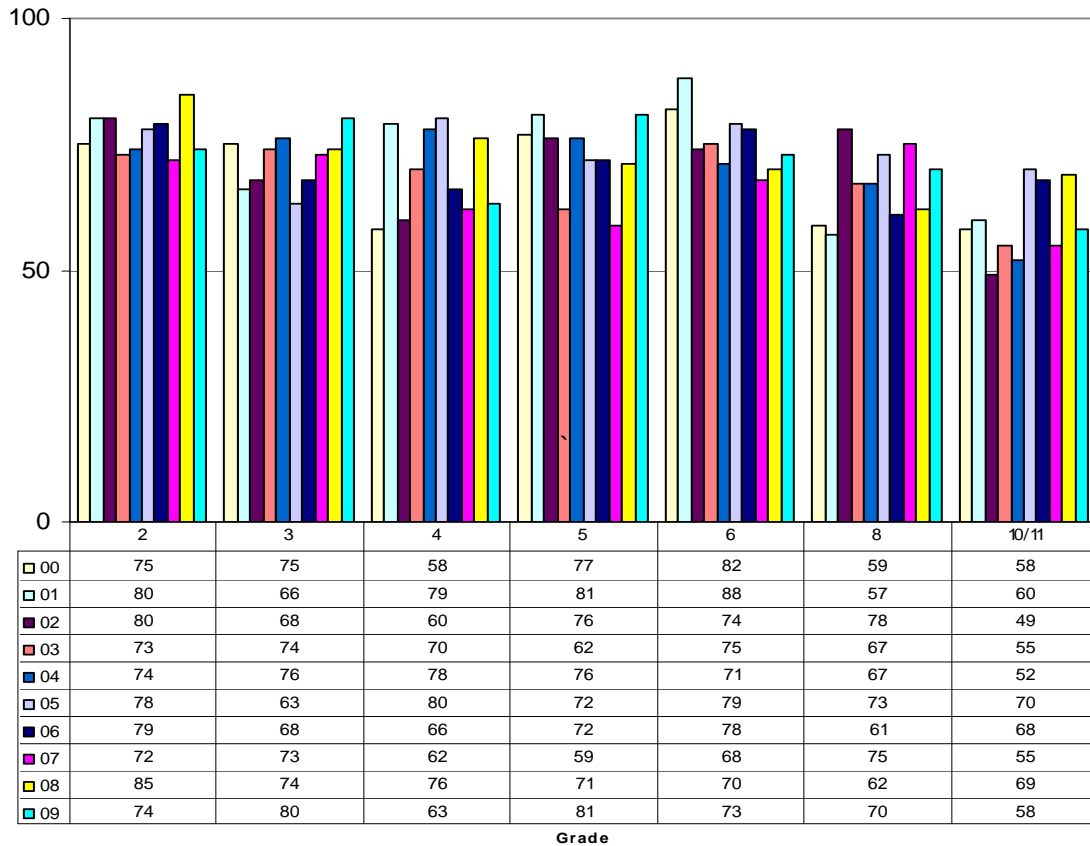
### Science



### Social Studies



## Total Battery



## Assessment of State Writing Standards

### Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	67.50%	N / A	N / A
2002-2003	N / A	86.49%	N / A
2003-2004	90.00%	100.00%	92.31%
2007-2008	96.43%	100.00%	97.14%
2008-2009	100.00%	100.00%	100.00%

## Assessment of State Mathematics Standards

### Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	56.29%	N / A	N / A	N / A	69.83%	46.05%
2003-2004	N / A	72.36%	N / A	N / A	N / A	74.65%	59.12%
2004-2005	N / A	92.52%	N / A	N / A	N / A	73.59%	76.48%
2007-2008	90.63%	100.00%	100.00%	84.21%	80.00%	97.22%	97.14%
2008-2009	92.86%	100.00%	100.00%	96.55%	94.44%	100.00%	94.74%
% of	↑2.23%	↑43.71%	0.00%	↑12.34%	↑14.44%	↑30.17%	↑48.69%

## Assessment of State Science Standards

### Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 05	Grade 08	Grade 11
2007-2008	100.00%	97.22%	100.00%
2008-2009	96.67%	100.00%	100.00%

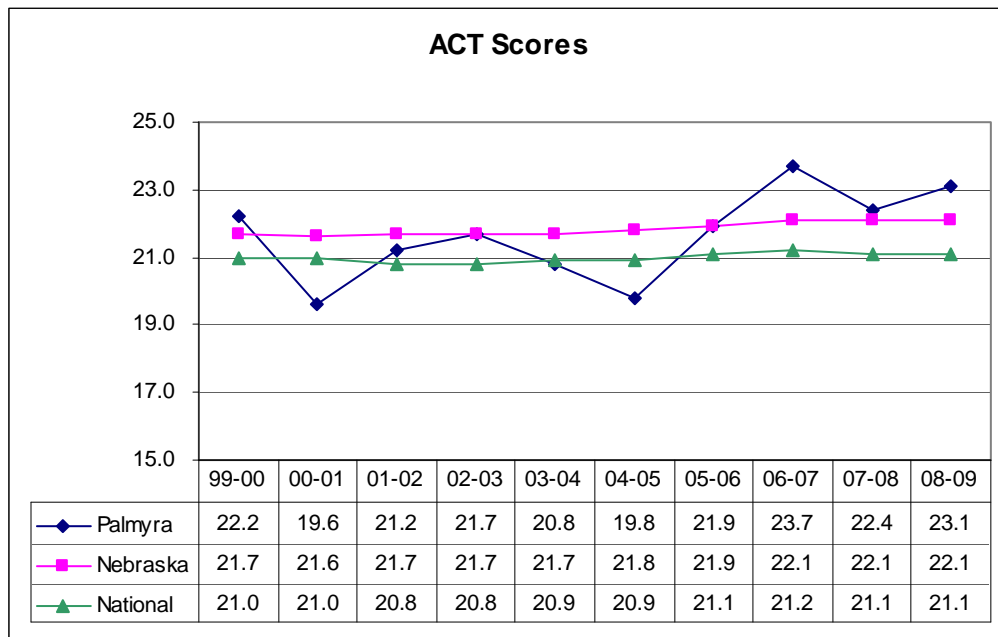
## Assessment of State Reading Standards

### Overall Performance Percentages for All Students Meeting or Exceeding Standards

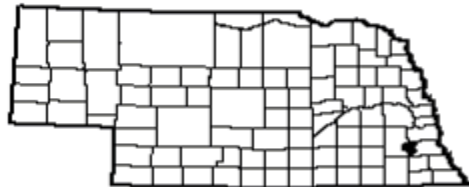
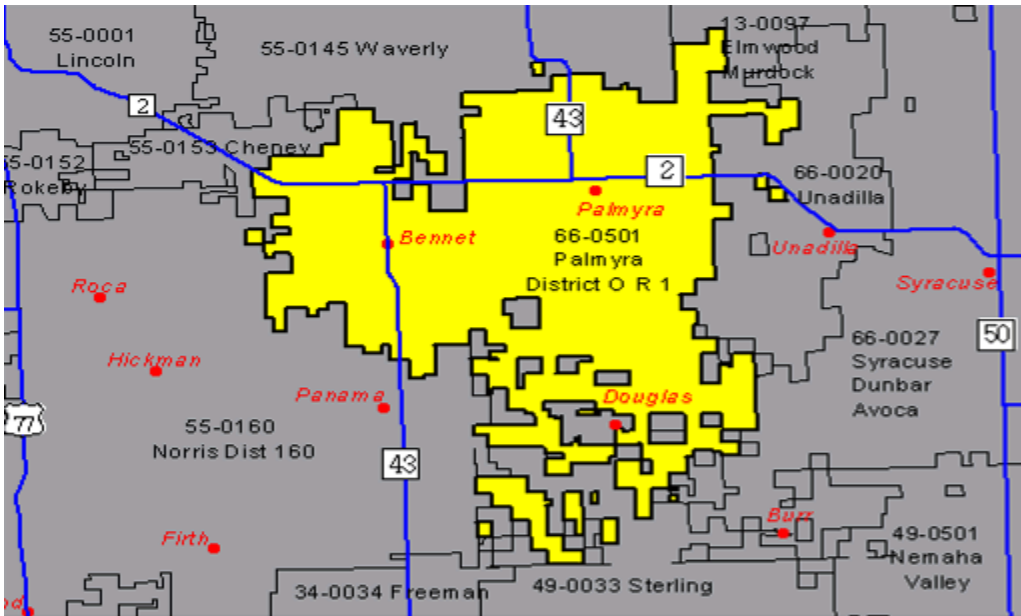
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2000-2001	N / A	79.38%	N / A	N / A	N / A	85.39%	85.35%
2002-2003	N / A	75.06%	N / A	N / A	N / A	92.00%	85.71%
2004-2005	N / A	94.53%	N / A	N / A	N / A	94.15%	87.84%
2007-2008	100.00%	100.00%	100.00%	92.11%	96.55%	100.00%	100.00%
2008-2009	100.00%	100.00%	100.00%	89.66%	100.00%	100.00%	97.30%
% of	0.00%	↑20.62%	0.00%	↓2.45%	↑3.45%	↑14.61%	↑11.95%

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.

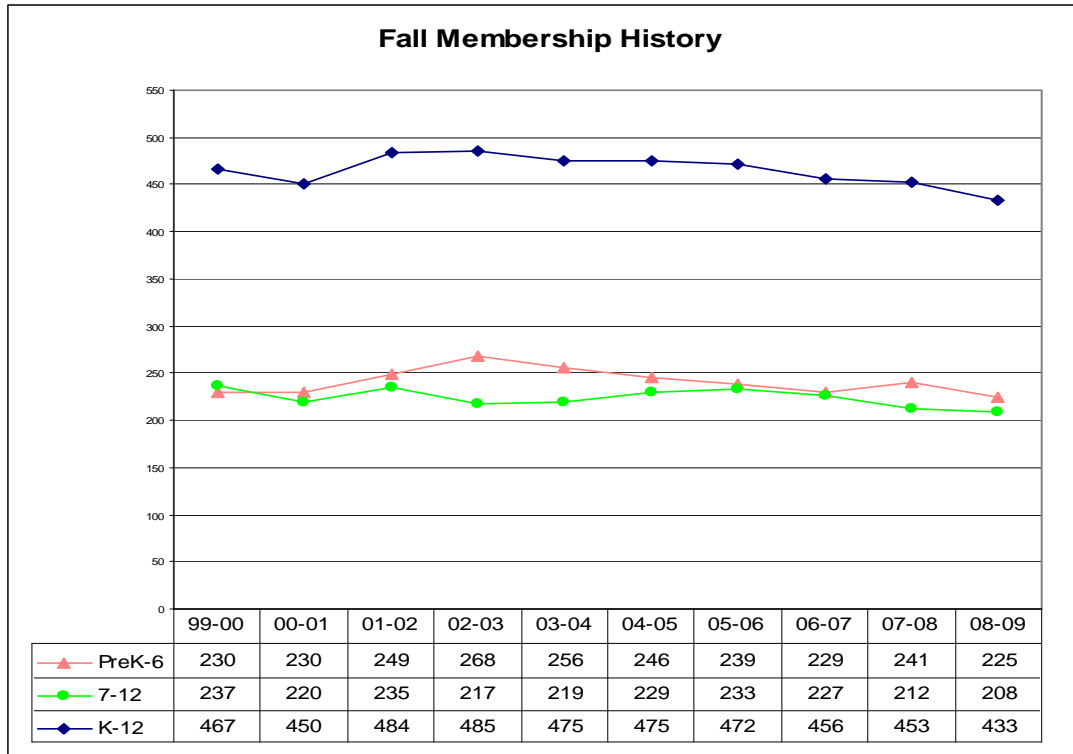


# SCHOOL DEMOGRAPHICS

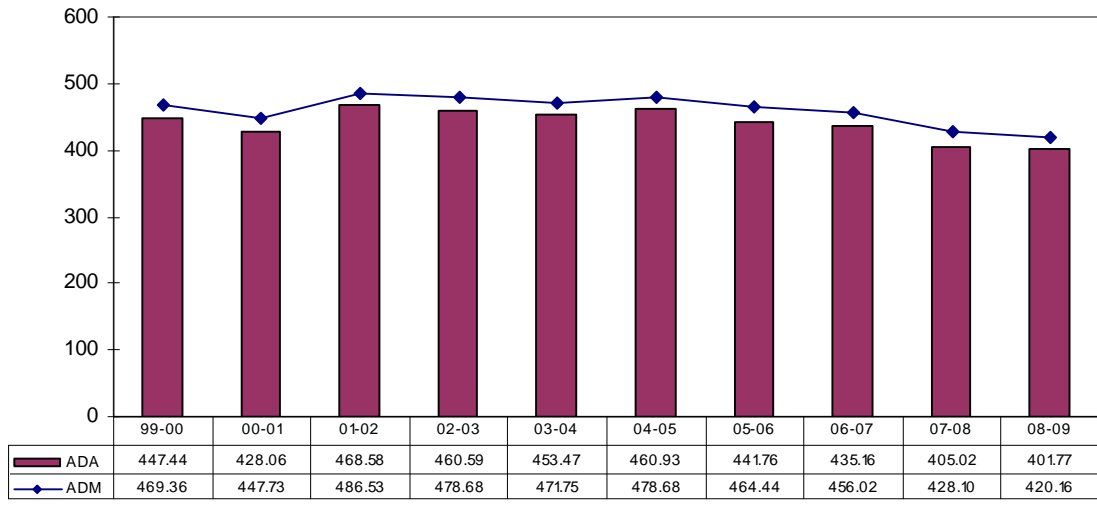


Key to Nebraska Counties

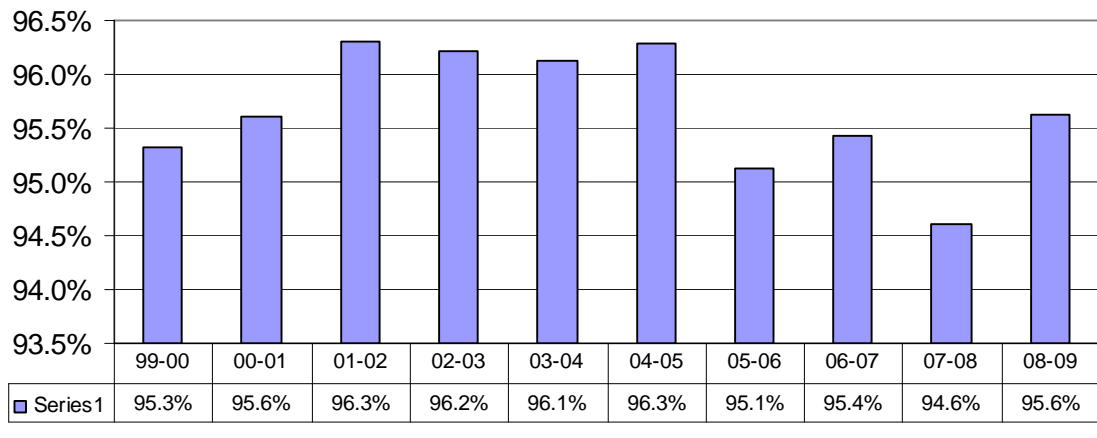
## ENROLLMENT--LAST FRIDAY IN SEPTEMBER



### Average Daily Attendance vs Average Daily Membership



### Attendance Rate



### School Mobility Rate

Years	State	District
2004 - 2005	13.82%	6.74%
2005 - 2006	13.77%	6.57%
2006 - 2007	12.64%	4.82%
2007 - 2008	12.38%	7.14%



### Free/Reduced Priced Meals

Years	State	District
2004-2005	34.79%	24.42%
2005-2006	34.66%	26.91%
2006-2007	36.42%	20.83%
2007-2008	37.33%	24.71%

### Special Education Trends

Years	State	District
2004-2005	15.39%	16.63%
2005-2006	15.21%	15.89%
2006-2007	14.95%	17.11%
2007-2008	15.19%	21.66%

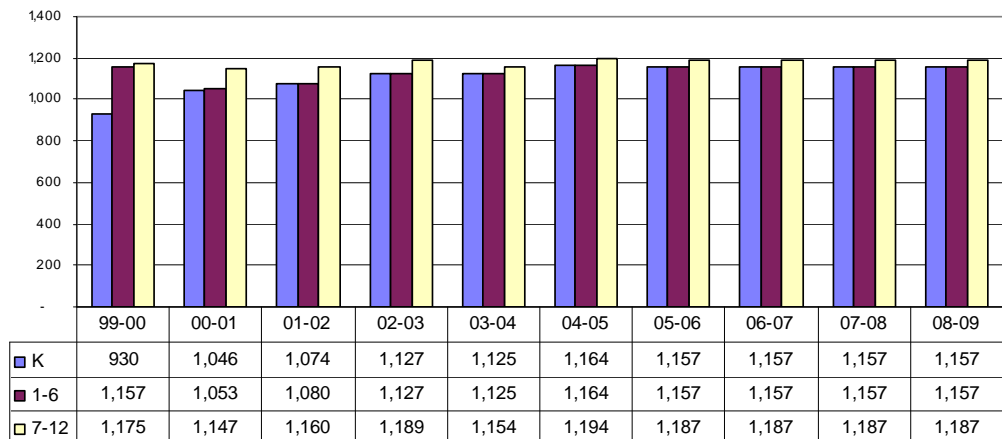
### Student Dropout Rate

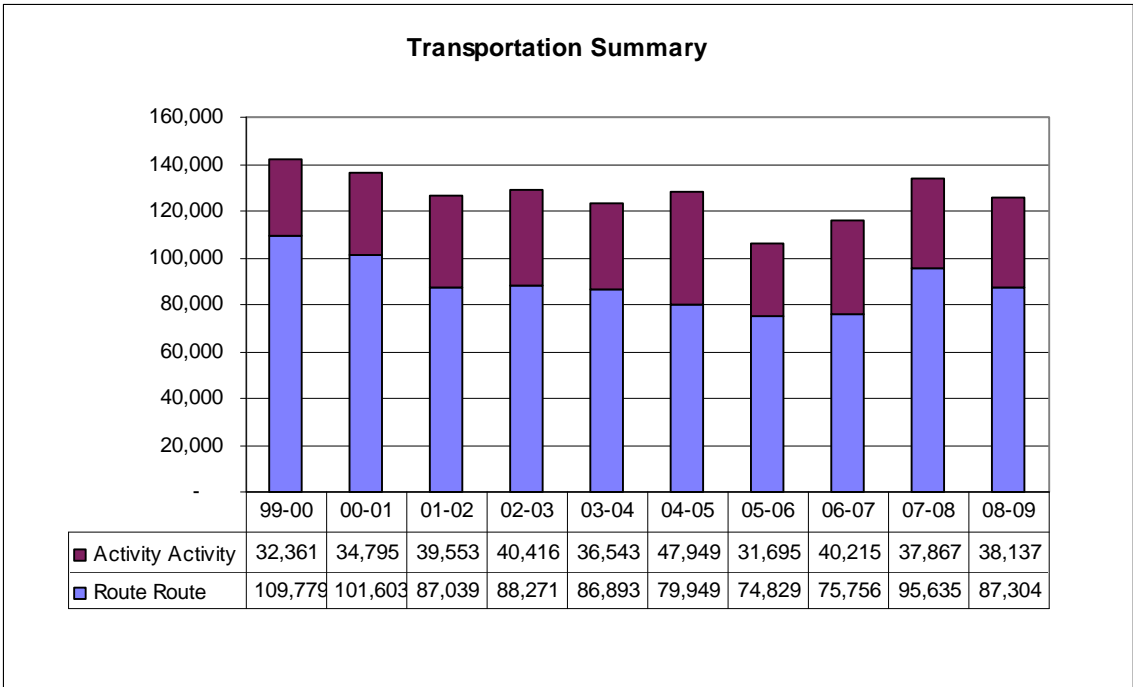
Years	State	District
2004-2005	1.86%	0.44%
2005-2006	1.81%	0.00%
2006-2007	1.94%	0.00%

### High School Graduation Rate

Years	State	District
2004-2005	88.04%	100.00%
2005-2006	88.76%	100.00%
2006-2007	89.17%	100.00%

### INSTRUCTIONAL HOURS

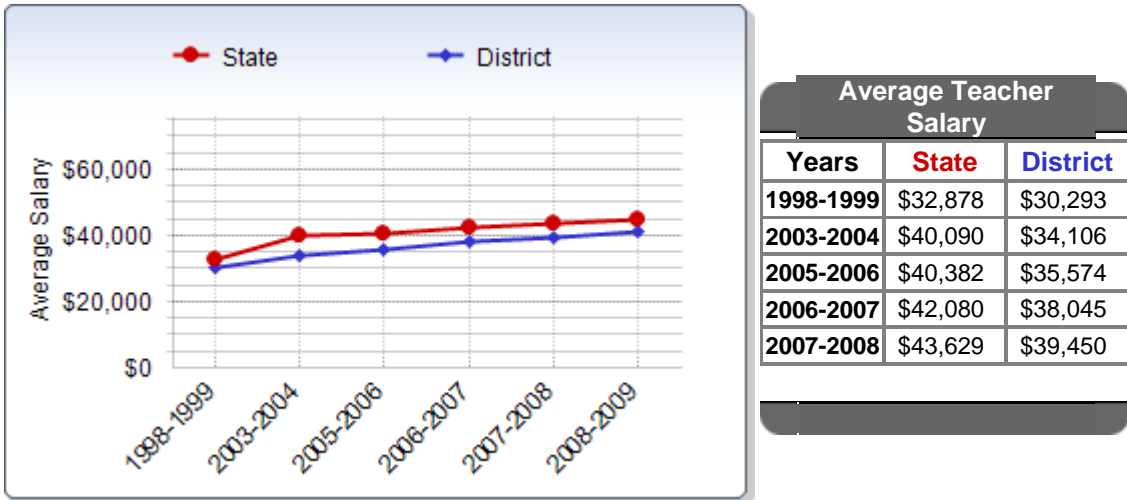




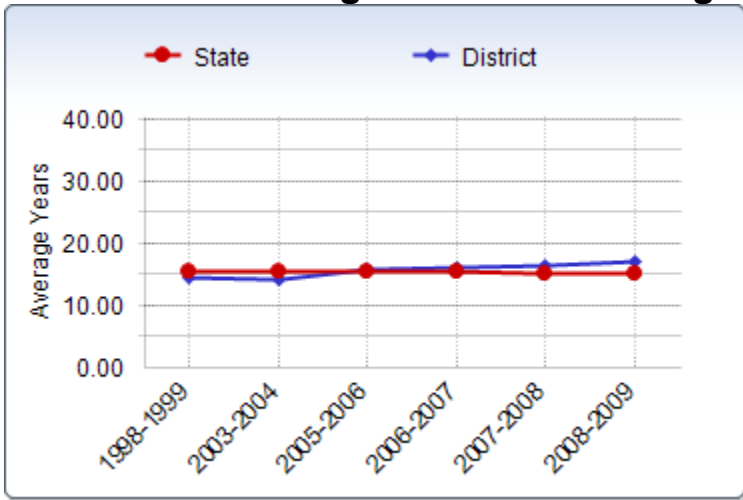
### STAFF

During the 2008-09 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-three.

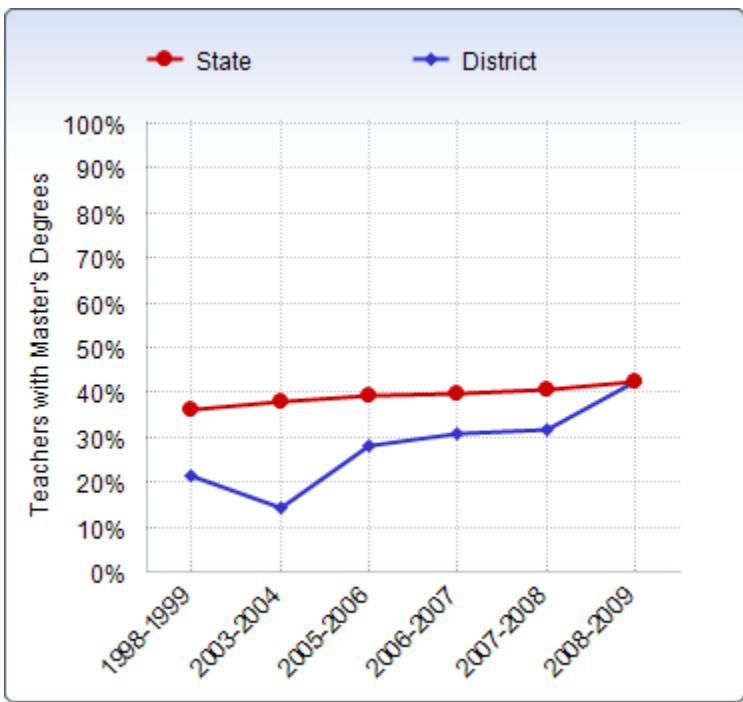
### Average Teacher Salary



## Average Years of Teaching Experience



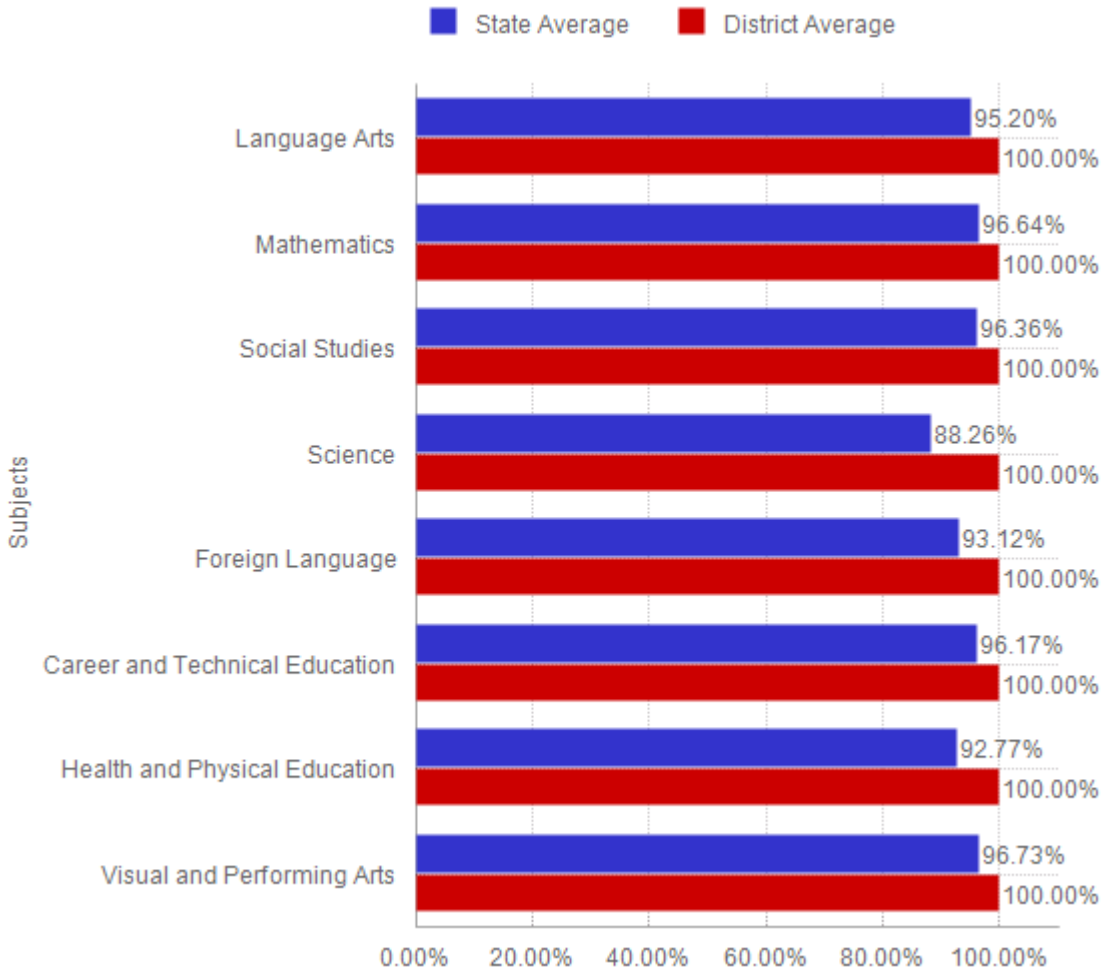
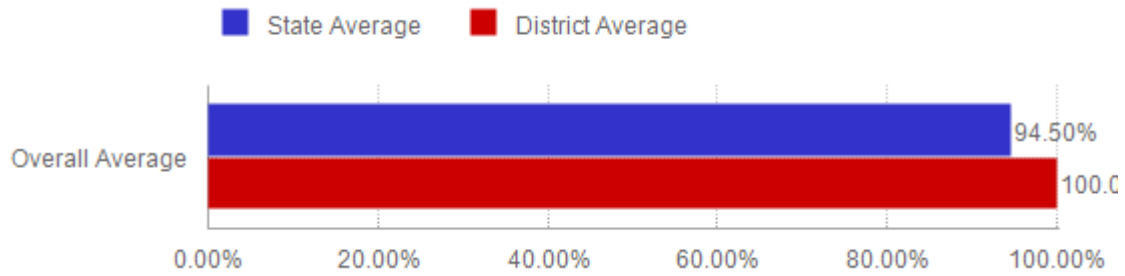
Average Years of Teaching Experience		
Years	State	District
1998-1999	15.39	14.60
2003-2004	15.59	14.29
2005-2006	15.62	15.82
2006-2007	15.49	16.08
2007-2008	15.30	16.44
2008-2009	15.19	17.10



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 2008-2009



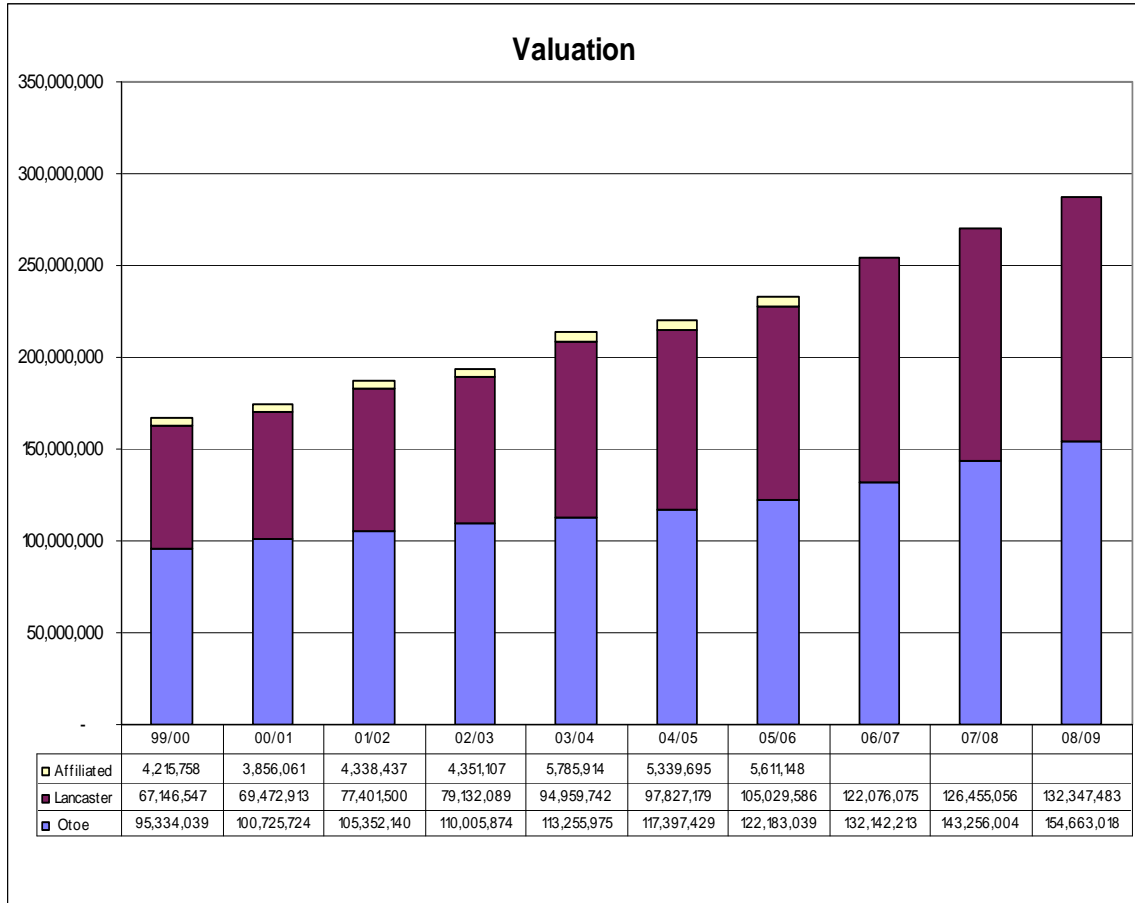
**High School Teachers Endorsed in the Subject Area They Teach**

<b>Subject</b>	<b>State Average</b>	<b>District Average</b>
Language Arts	95.20%	100.00%
Mathematics	96.64%	100.00%
Social Studies	96.36%	100.00%
Science	88.26%	100.00%
Foreign Language	93.12%	100.00%
Career and Technical Education	96.17%	100.00%
Health and Physical Education	92.77%	100.00%
Visual and Performing Arts	96.73%	100.00%

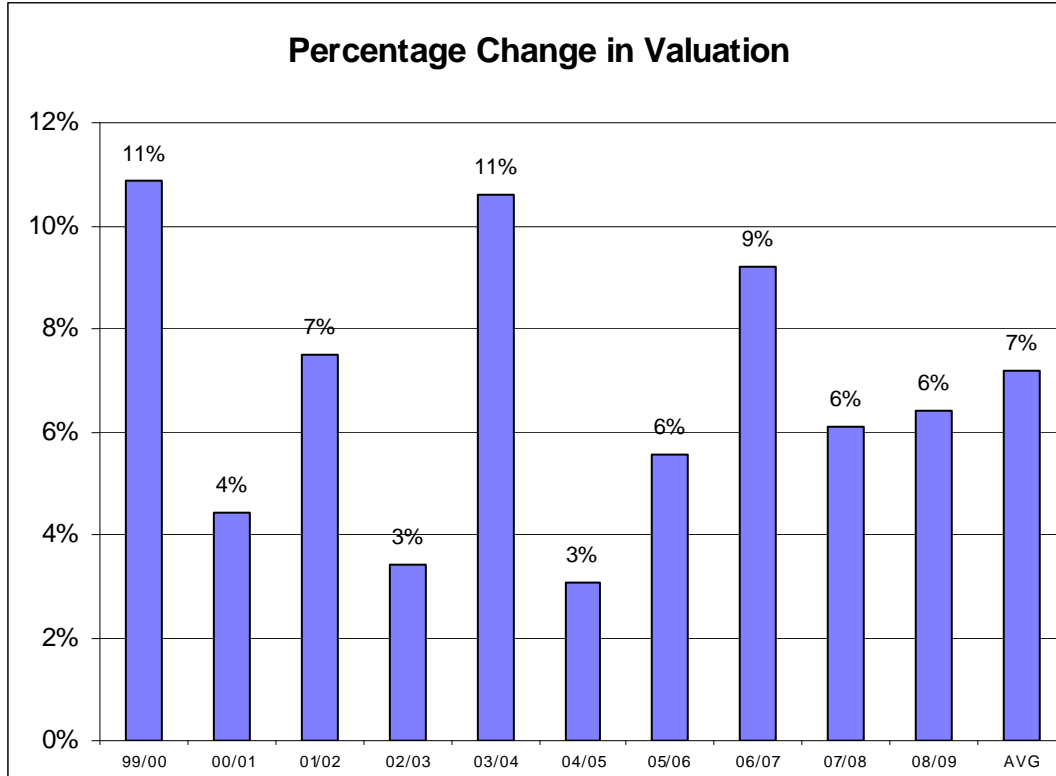
## FINANCIAL DATA

### 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.

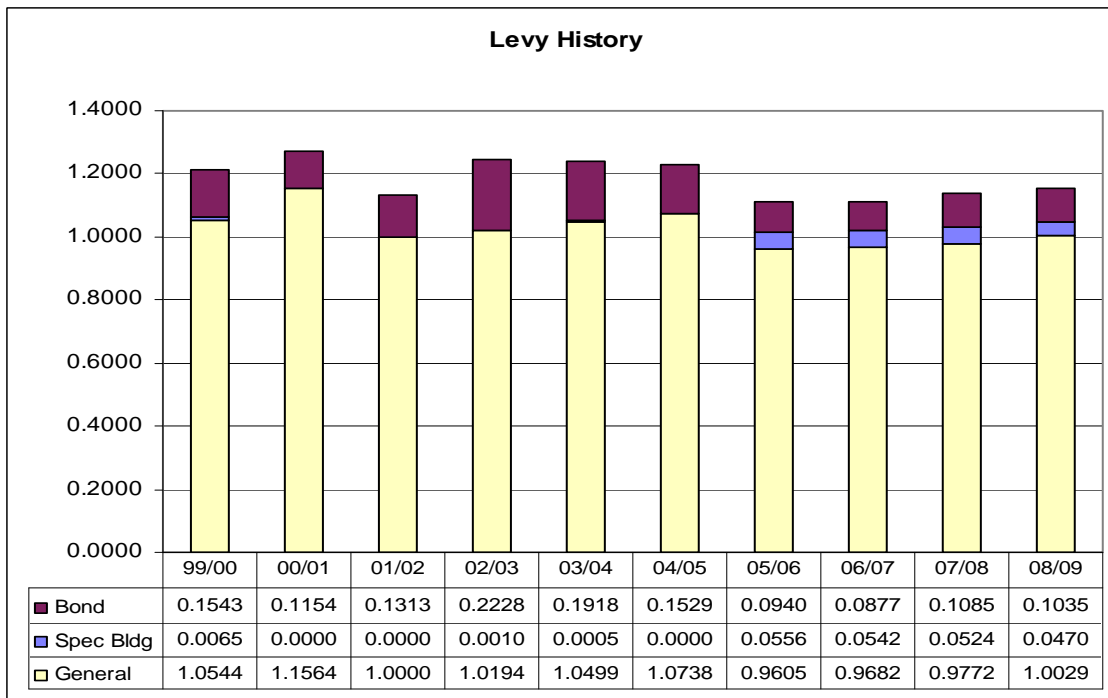


Despite the trend of increasing valuation, it remains difficult to predict annual growth in valuations as indicated on the following chart.



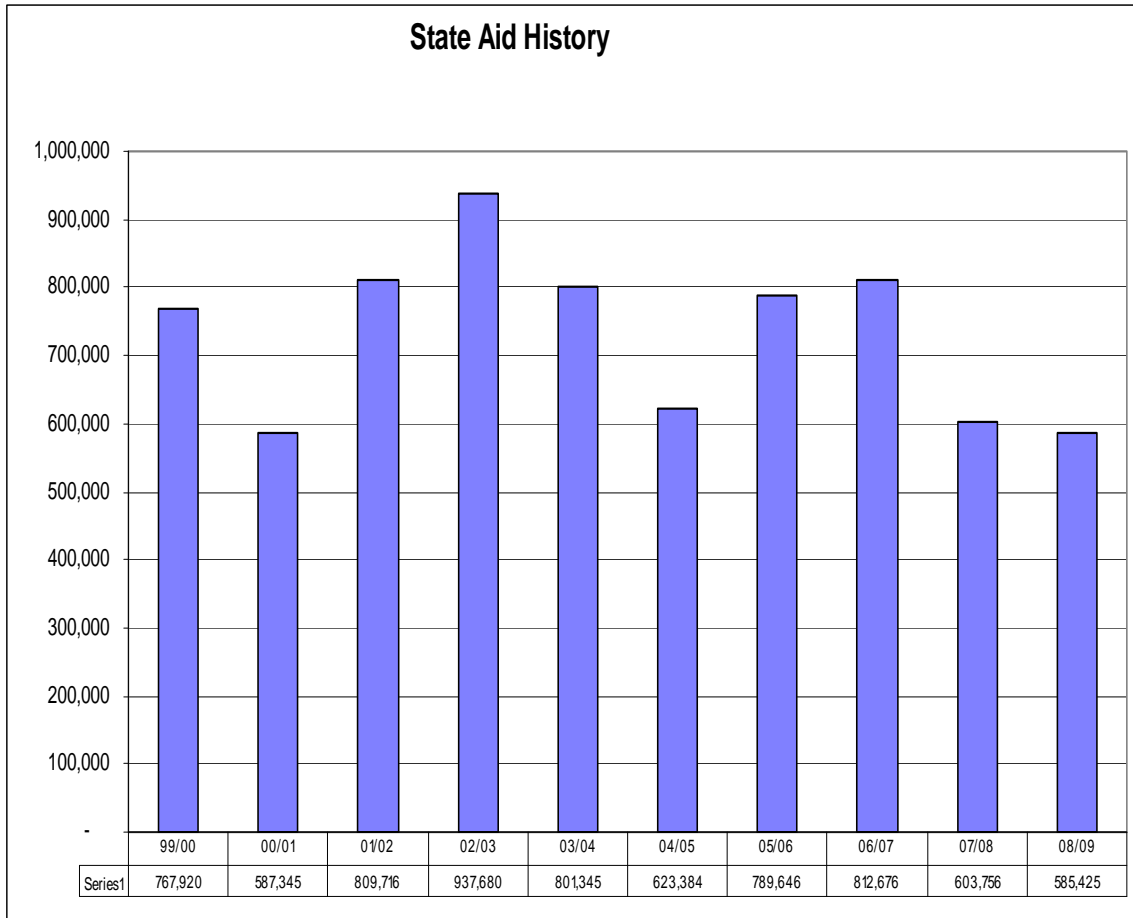
## TAX LEVIES

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.



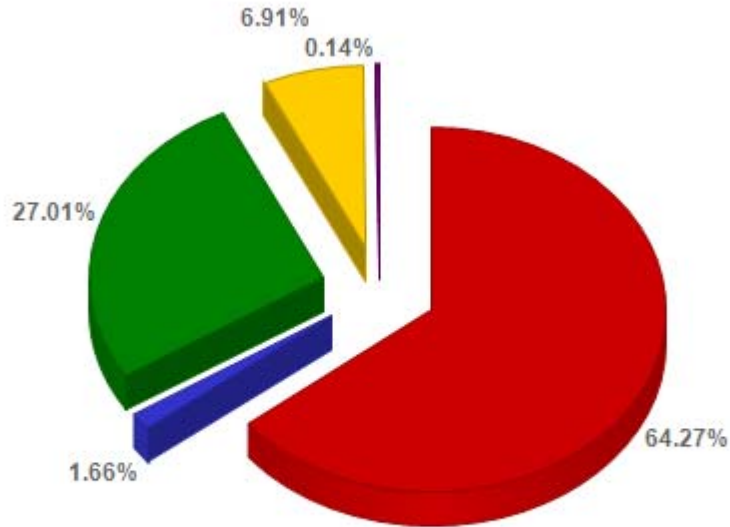
## STATE AID

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 2007-2008 School Year



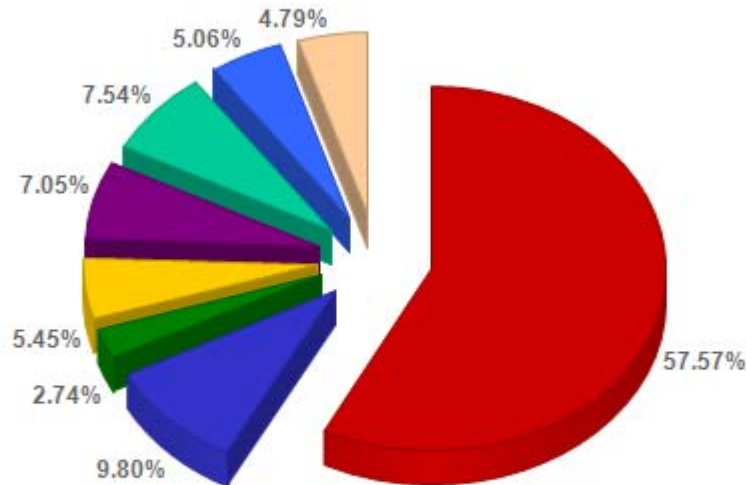
2007-2008 Receipts		
	Receipts	Percent
Local	<u>\$2,688,253.85</u>	64.27%
County	<u>\$69,508.67</u>	1.66%
State	<u>\$1,129,619.12</u>	27.01%
Federal	<u>\$289,203.71</u>	6.91%

2007-2008 Comparison		
	State Average	District
Local	52.05%	64.27%
County	0.81%	1.66%
State	38.01%	27.01%
Federal	7.73%	6.91%



## SCHOOL DISTRICT EXPENDITURES

### Expenditures 2007-2008 School Year



2007-2008 Expenditures		
	Expenditures	Percent
All Instruction	<u>\$2,497,378.92</u>	57.57%
Support Services - Pupils	<u>\$425,170.18</u>	9.80%
Support Services - Staff	<u>\$118,854.99</u>	2.74%
Central Administration	<u>\$236,443.53</u>	5.45%
Office of the Principal	<u>\$305,852.57</u>	7.05%
Maintenance & Operation	<u>\$326,857.45</u>	7.54%
Federal	<u>\$219,274.58</u>	5.06%

2007-2008 Comparison		
	State Average	District
All Instruction	60.37%	57.57%
Support Services - Pupils	6.90%	9.80%
Support Services - Staff	3.16%	2.74%
Central Administration	5.60%	5.45%
Office of the Principal	5.38%	7.05%
Maintenance & Operation	10.26%	7.54%
Federal	6.76%	5.06%

## 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 first year of a fourth five-year cycle. The following individuals have been appointed to provide the leadership necessary for this endeavor. The steering committee members are:

Kim Jensen	Co-Chair
Thomas McChristian	Co-Chair
Jeff Panko	Secondary Staff
Becky Hall	Elementary Staff
Aaron Hoeft	Special Education
Student Council Representatives	Students
Todd Calfee	Parent
Jaimi Calfee	Parent
Lori Bruss	Board of Education
Clayton Maahs	Board of Education
Clyde Childers	Ex-officio Member
David Bottrell	Ex-officio Member
Steve Robb	Ex-officio Member

The profile committee members are as follows:

Mark Kotik	Co-Chair
James LaPointe	Co-Chair
Christy Merryman	Member
Burke Brown	Technology
Matt Smidt	Media

The goal Committee is as follows:

Kim Jensen	High School
Tyler Maas	High School
Stacy Sullivan	Elementary
Gina Christensen	Elementary
Mike Sybrant	Elementary

In addition, the committees are assisted by Suzanne Whisler 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. A review of the school improvement process was conducted by the Nebraska Department of Education during the 2007-08 school year. This year the steering committee completed a timeline of activities designed to keep the school improvement process moving forward.