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**2013-2014  
Annual Report**

# **Diller-Odell Public Schools**



**Striving for Successful 21<sup>st</sup> Century Learners**

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## PURPOSE OF THIS REPORT

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The 2013-2014 Annual Report is submitted to the patrons of Diller-Odell Public Schools in accordance with the accreditation rules set forth by the Nebraska Department of Education. The annual report provides patrons with information regarding our school demographics, student achievement, and financial information. This report highlights some of the challenges and accomplishments in our district.

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## STATE OF THE SCHOOLS REPORT

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More information about Diller-Odell Public Schools 2013-2014 academic year can be found on the State of the Schools Report at <http://reportcard.education.ne.gov>

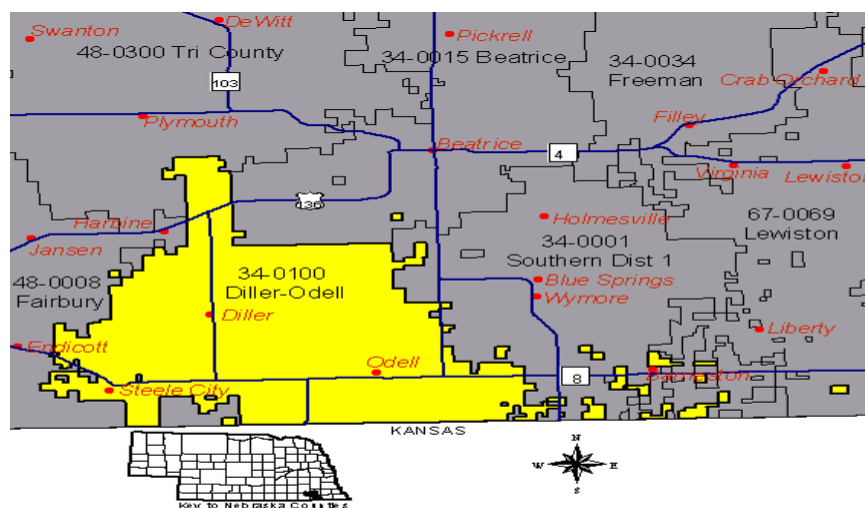
- 1) Click on **District** in the right hand corner.
- 2) Type in Diller-Odell and click on **Search**.
- 3) Click on **DILLER-ODELL PUBLIC SCHOOLS**.
- 4) Informational choices are on the top tabs of the page.

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## DESCRIPTION OF THE DISTRICT

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Diller-Odell Public Schools is a consolidated district organized on April 2, 2000. The Diller and Odell communities are twelve miles apart and the district covers approximately 170 square miles in southern Gage and Jefferson Counties. Community members are dedicated to a quality education for their children. Twice patrons approved a levy override. Nearly 75% of receipts come from local taxes, and nearly 70% of the budget is appropriated for instructional use.



# DILLER-ODELL PUBLIC SCHOOLS

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## DISTRICT MISSION STATEMENT

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*Striving for Successful 21<sup>st</sup> Century Learners*

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## BOARD OF EDUCATION

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Chad Lottman  
Jill Scheele

Dean Engelman  
Paul Kostal

Gary Stohs  
Toni Landenberger

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## SCHOOL IMPROVEMENT GOALS

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- All students will improve proficiency in reading comprehension.
- All students will improve their problem solving capacity by improving proficiency in number sense, algebraic concepts, geometry and measurement, and data analysis/probability.

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## BELIEF STATEMENTS

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- Students will show responsibility, self-control, and good citizenship, while recognizing and respecting diversity among people and ideas.
- Students will become lifelong learners, positive contributors to society, and problem solvers in an ever-changing world.
- Students will believe in their abilities, recognize their accomplishments, learn from their experiences, and continue to set new goals.
- Students will effectively exhibit cooperation and competitiveness in group settings.

## CERTIFIED STAFF

<b>Faculty Members</b>	<b>Education Level</b>	<b>Years Experience</b>	<b>Position</b>
Mike Meyerle	Ed.S.	24	Superintendent/Athletic Director
Chris Prosocki	Ed.S.	6	PK-12 Principal
Rita Becker	M.A.	11	Guidance Counselor
Amy Coufal	M.A.	14	7-8 English Teacher/Technology
Beth Roelfs	M.A.	18	K-6 Special Education Teacher
Brandee Goosman	B.A.	5	Preschool/Special Education Teacher
Catherine Klecan	B.A.	24	K-12 Art Teacher
Cathy Lyons	B.A.	32	7-12 Special Education Teacher
Chris Schluter	B.A.	3	Health/P.E. Teacher
Corinna Vrbka	B.A.	3	Social Studies Teacher
Eric McMurray	B.A.	24	7-12 Math Teacher
Jan Liscom	B.A.	20	K-6 Music Teacher
Janel Hynek	B.A.	18	Fourth Grade Teacher
Janelle Gegg	M.A.	13	9-12 Spanish Teacher
Jeanne Skidmore	B.A.	25	First Grade Teacher
John Mohr	B.A.	16	7-12 Social Studies Teacher
Justin Larsen	B.A.	8	Fifth Grade Teacher
Kent Ropers	M.A.	28	7-12 Science Teacher
Lana Hemphill	B.A.	42	Second Grade Teacher
Lisa Bohling	B.A.	29	7-12 Business Teacher
Marilyn Hein	M.A.	14	7-12 Math Teacher
Pamela O'Neil	B.A.	1	9-12 English Teacher
Patty Heble	B.A.	17	Kindergarten Teacher
Ron Rickstrew	M.A.	33	Agriculture Education Teacher
Sharon Tegtmeier	B.A.	39	Title Teacher
Sheila Bargman	B.A.	15	Sixth Grade Teacher
Stacy Hennerberg	B.A.	22	Third Grade Teacher
Susan Meyer	B.A.	36	Media Specialist
Terry Arnold	M.A.	20	7-12 Science Teacher
Tiffany Schoenrock	B.A.	9	5-12 Band/Vocal Teacher

<b>Abbreviation</b>	<b>Degree</b>
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist

## CERTIFIED STAFF INFORMATION

Category	Diller-Odell	State
Average Teacher Salary	\$45,964	\$49,669
Average Years of Teaching Experience	18.41	14.56
Percent of Teachers with Master's Degrees	29%	51%

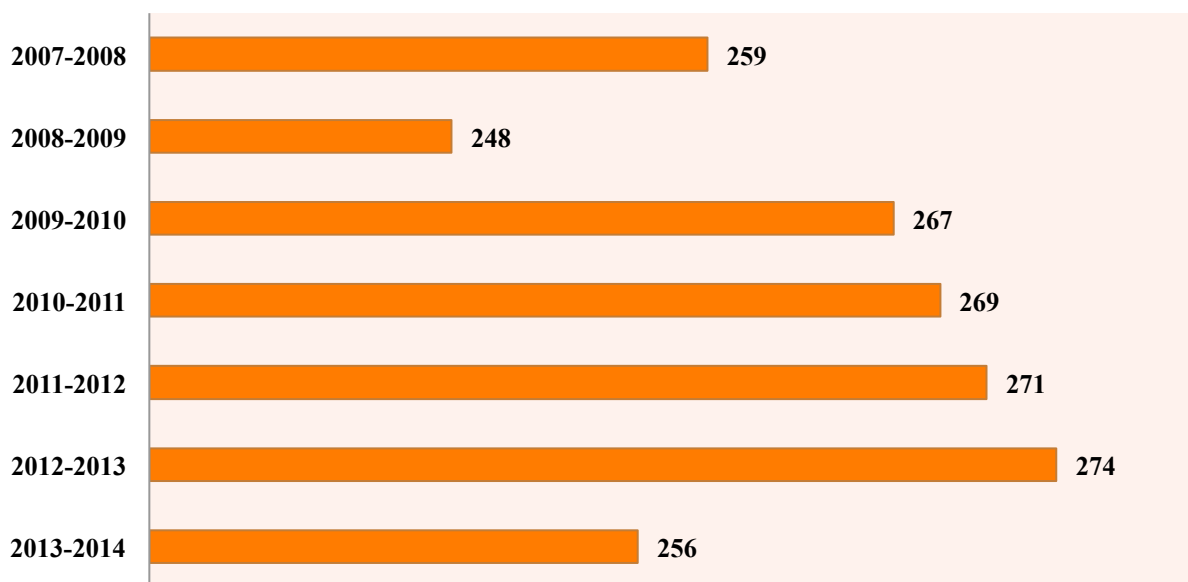
## CLASSIFIED STAFF

Faculty Members	Position
Andrea Humphreys	Clerical Staff
Bill Behrends	Bus Driver
Carolyn Vitosh	Cook
Christinia Eickman	Bus Driver
Cindy Stohs	Paraprofessional
Dallas Stohs	Custodian
Dawn Ebeling	Clerical Staff
Dori Ropers	Paraprofessional
Dusty Duis	School Nurse
George Rempel	Bus Driver
Heather Malchow	Paraprofessional
Jennifer Wendland	Cook
Judith Krause	Paraprofessional
Keith Craig	Custodian
Marcia Duerksen	Paraprofessional
Marlene Wolken	Bus Driver
Phyllis Leseberg	Cook
Renee Hroch	Clerical Staff
Rick Wallinger	Bus Driver
Ronda Duis	Cook
Susan Lawton	Paraprofessional

## ENROLLMENT FIGURES

<b>Compiled on the last Friday in September (2013)</b>			
<b>Grade</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
PK	13	13	26
K	9	9	18
1	8	7	15
2	13	8	21
3	8	5	13
4	8	8	16
5	6	4	10
6	4	12	16
<b>Elementary</b>	<b>69</b>	<b>66</b>	<b>135</b>
7	11	12	23
8	15	7	22
9	16	17	33
10	7	5	12
11	11	5	16
12	5	10	15
<b>High School</b>	<b>65</b>	<b>56</b>	<b>121</b>
<b>District</b>	<b>134</b>	<b>122</b>	<b>256</b>

### 7 YEAR ENROLLMENT FIGURES PK-12



**DILLER-ODELL STUDENT PROFILE/DEMOGRAPHICS**  
**2013-2014 Academic Year**

Students	Diller-Odell	State
ACT Composite Score	N/A	21.7
Attendance Rate	96.96%	95.18%
English Language Learners (ELL)	N/A	6.04%
Free/Reduced Priced Meals	25.39%	44.93%
Graduation Rate (4-Year Cohort)	100%	89.68%
High Ability Learners	28.14%	15.19%
Special Education	17.32%	15.74%
Ethnicity	American Indian/Alaskan Native – 0.78%  Asian – 0.39%  Black/African American – 0%  Hispanic – 2.33%  Hawaiian or Other Pacific Islander – 0%  White – 96.5%	

**\*Please Note:** The ACT Composite Score only includes the 2014 graduate students that took the ACT assessment.

**\*Please Note:** N/A indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
  - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

**OPTION ENROLLMENT INFORMATION**  
**2013-2014 Academic Year**

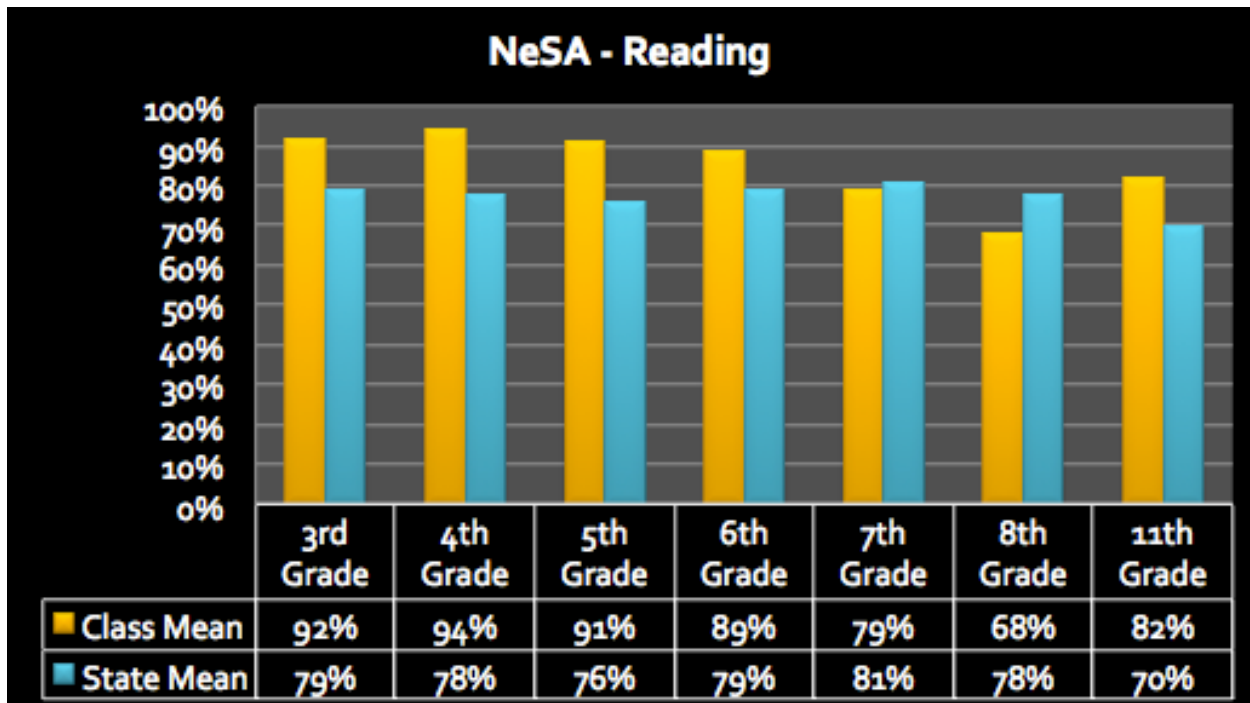
Amount of Students that Option In	21
Amount of Students that Option Out	26
Net Option	-5

## NEBRASKA STATE ACCOUNTABILITY (NeSA)

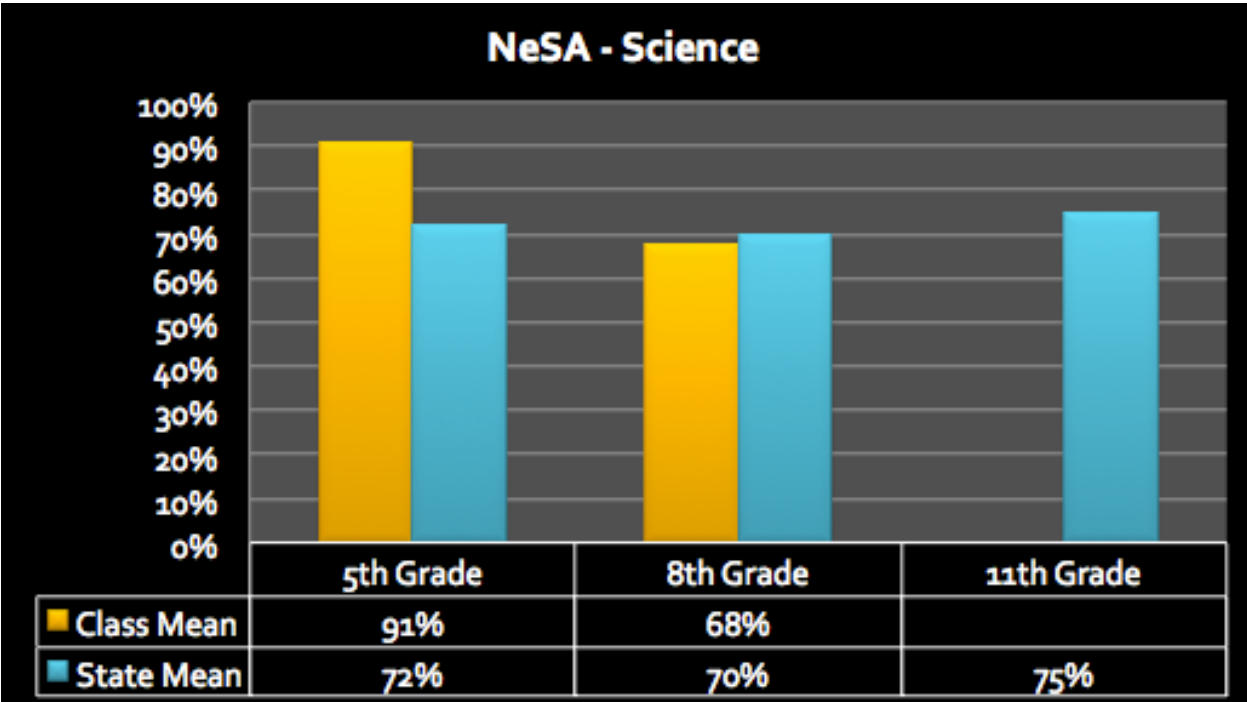
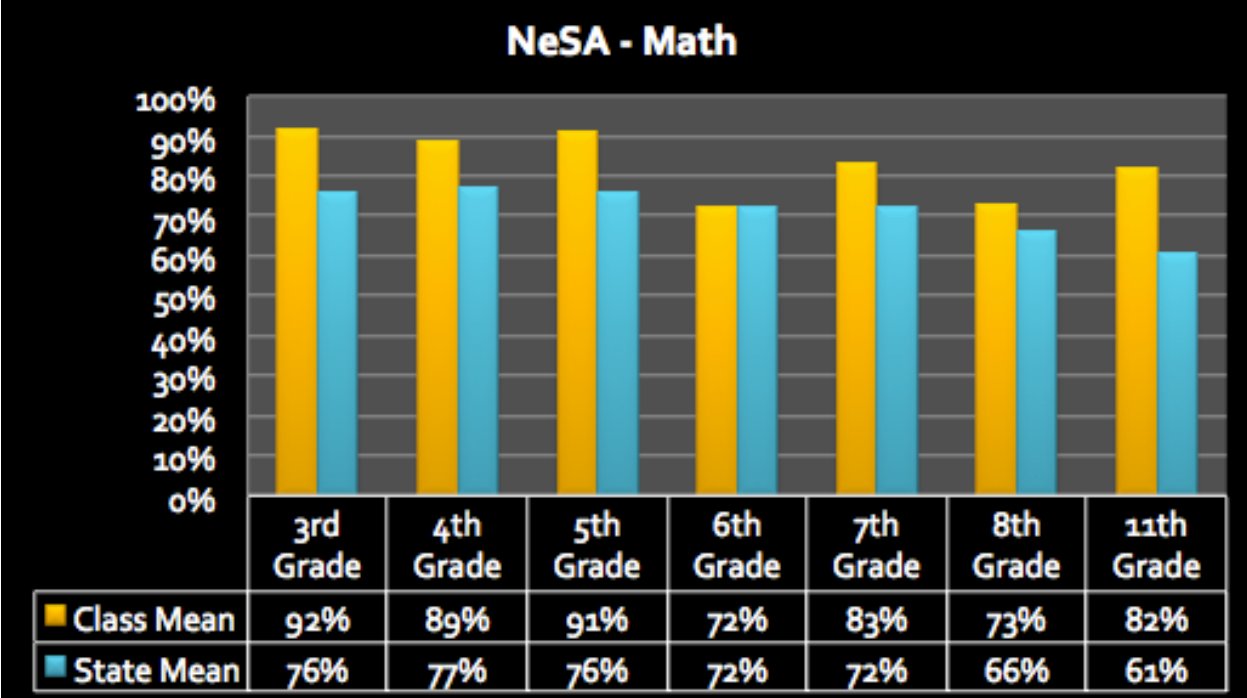
The Nebraska State Accountability (NeSA) assessments were developed specifically for Nebraska to provide teachers, students, and parents with an assessment of student progress in mastering basic skills based on Nebraska’s Academic Standards in reading, mathematics, science, and writing. The NeSA test is a criterion-referenced assessment that is given once a year in the spring to measure student performance towards the standards. The following table is a breakdown of the NeSA assessments administered at each grade level.

NeSA Assessment	Subject	Grades Administered
NeSA-R	Reading	3-8 & 11 (Spring)
NeSA-M	Math	3-8 & 11 (Spring)
NeSA-S	Science	5,8,11 (Spring)
NeSA-W	Writing	4,8,11 (Jan./Feb.)

### NEBRASKA STATE ACCOUNTABILITY (NeSA) Percent Proficient By Grade/Subject Area (Class Mean) 2013-2014 Academic Year

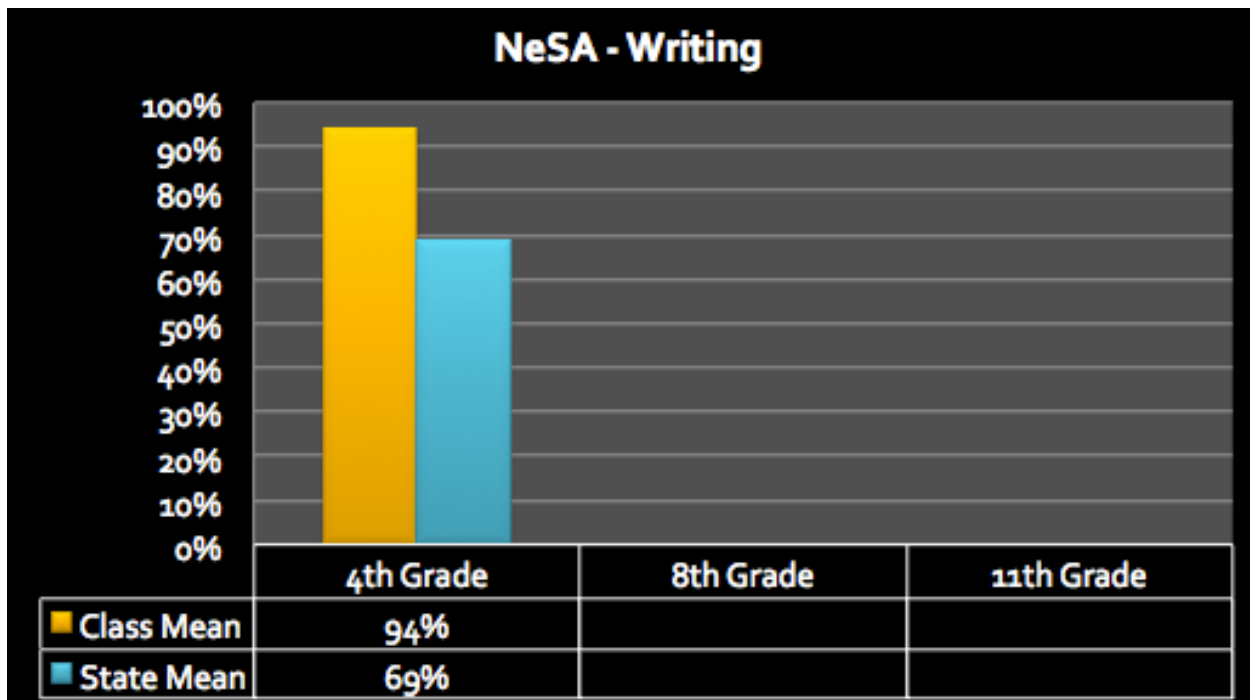






**\*Please Note:** A blank score indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
  - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.



**\*Please Note:** Due to the writing errors that took place with the NeSA-Writing assessment at grades 8 and 11, the scores will remain embargoed permanently (The scores will not be released to the public).

### NEBRASKA STATE ACCOUNTABILITY (NeSA) Combined Results for All Grades Tested Percent Proficient – Longitudinal Data

	Reading	Mathematics	Science	Writing
2009-2010	74%			
2010-2011	74%	75%		
2011-2012	81%	82%	83%	
2012-2013	84%	73%	83%	68%^
2013-2014	84%	82%	84%	--^^

^ Students at grades 8 and 11 experienced formatting issues with the NeSA-Writing online test administration. While research into the score results does not indicate an effect on student results, it also does not assure there was no effect. Scores should be interpreted with caution.

^^ In 2014 students in grades 8 and 11 experienced technology issues with the online test. Valid results are not available for all districts or for the state for NeSA-Writing at grades 8 and 11.

**NEBRASKA STATE ACCOUNTABILITY (NeSA) COMPARISON**  
**Percent Proficient By Grade/Subject Area (Class Mean)**  
**2013-2014 Academic Year**

School District	Subject	3rd	4th	5th	6th	7th	8th	11th
Diller-Odell	Reading	92%	94%	91%	89%	79%	68%	82%
Beatrice	Reading	88%	88%	81%	84%	83%	82%	81%
Fairbury	Reading	45%	83%	68%	64%	75%	84%	68%
Freeman	Reading	89%	89%	83%	92%	73%	93%	81%
Norris	Reading	90%	89%	79%	95%	89%	85%	89%
Tri County	Reading	79%	83%	87%	81%	86%	92%	83%
State Mean	Reading	79%	78%	76%	79%	81%	78%	70%
Diller-Odell	Math	92%	89%	91%	72%	83%	73%	82%
Beatrice	Math	78%	75%	73%	71%	72%	77%	74%
Fairbury	Math	39%	87%	78%	63%	74%	79%	47%
Freeman	Math	93%	86%	67%	85%	82%	76%	64%
Norris	Math	81%	88%	80%	83%	85%	74%	87%
Tri County	Math	75%	92%	93%	89%	86%	77%	83%
State Mean	Math	76%	77%	76%	72%	72%	66%	61%
Diller-Odell	Science	NT	NT	91%	NT	NT	68%	N/A
Beatrice	Science	NT	NT	73%	NT	NT	82%	82%
Fairbury	Science	NT	NT	78%	NT	NT	71%	73%
Freeman	Science	NT	NT	77%	NT	NT	83%	83%
Norris	Science	NT	NT	80%	NT	NT	84%	91%
Tri County	Science	NT	NT	97%	NT	NT	96%	93%
State Mean	Science	NT	NT	72%	NT	NT	70%	75%
Diller-Odell	Writing	NT	94%	NT	NT	NT	^^	^^
Beatrice	Writing	NT	64%	NT	NT	NT	^^	^^
Fairbury	Writing	NT	75%	NT	NT	NT	^^	^^
Freeman	Writing	NT	70%	NT	NT	NT	^^	^^
Norris	Writing	NT	78%	NT	NT	NT	^^	^^
Tri County	Writing	NT	78%	NT	NT	NT	^^	^^
State Mean	Writing	NT	69%	NT	NT	NT	^^	^^

\*Please Note: N/A indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
  - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

\*Please Note: NT indicates that the students were not tested at certain grade levels.

\*Please Note: ^^ Due to the writing errors that took place with the NeSA-Writing assessment at grades 8 and 11, the scores will remain embargoed permanently (The scores will not be released to the public).

## NEBRASKA PERFORMANCE ACCOUNTABILITY SYSTEM (NePAS)

The Nebraska Performance Accountability System (NePAS) is a new accountability system that the Nebraska Department of Education uses to rank students based on their NeSA assessment results. The rankings are not given to individual grades, but they are based upon different grade-level bands. The grade-level bands reported through NePAS are elementary (Grades 3-5), middle (Grades 6-8), secondary (Grades 9-12), and a district summary where all grade-level bands are combined (Grades 3-12). The NeSA assessment results reported through NePAS are only one data source among many that Diller-Odell Public Schools uses to guide decision-making in our district.

### DISTRICT SUMMARY (GRADES 3-12) 2013-2014 Academic Year

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	130.49	117.58	21	249
	Average NeSA Math	119.35	108.45	51	249
	Average NeSA Science	110.26	104.97	102	249
	Writing Status Not Displayed^^				
Improvement from 2013 (Different Students)	Average NeSA Reading	7.30	3.04	41	249
	Average NeSA Math	6.02	2.36	48	249
	Average NeSA Science	0.03	1.72	131	249
	Writing Improvement Not Displayed^^				
Growth since 2013 (Same Students)	NeSA Reading	10.04	4.15	25	249
	NeSA Math	1.75	1.41	120	249
Graduation Rate	2014 Four-Year Cohort	100.0	89.68 %	1	226
	2012 Extended Six-Year Cohort	100.0	91.11 %	1	233
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

^^ In 2014 students in grades 8 and 11 experienced technology issues with the online test. Valid results are not available for all districts or for the state for NeSA-Writing at grades 8 and 11.

## NEPAS TERMINOLOGY (NePAS)

**Status** is the average of the scale scores in each of four separate content areas: reading, mathematics, writing and science. Scores for all students tested in the grade range for the current year are included. Status can be thought of as a "snapshot" of the current achievement by grade, building, district and state.

**Improvement** (Cross-Sectional) will be calculated based on the difference between the average NeSA scale score for the current year and average scale score for the previous year in a grade. These are averages of different students each year. The average scale score is calculated as the mean of all scores from students tested in that year. Improvement is based on the performance of all students in the grades that are tested each year. The two groups of students being compared will be different because of the normal progression of students through the grades. For example, this year's fifth graders will be compared to last year's fifth graders and those fifth graders from last year will not be included in the current year's average because they have moved to the sixth grade.

**Growth** (Cohort) will be calculated in reading and mathematics by subtracting each student's scale score for the previous year from the current year scale score. The growth measure will be the average of these differences. Growth is based on tracking the scores of the same students from one year to the next. Only students who were tested in both years in the same school district will be included in the calculation, so if students move from one school district to another, they are not included in the calculations. For example, this year's fifth graders will be compared with last year's fourth graders. Note that the same scale score range is used at each grade level. Therefore a student who earns the same scale score two years in a row can be said to have achieved one year's growth. In other words, a student with a difference in scale score of zero has achieved the growth expected for a single year. Growth scores are not applicable to third grade or high school.

**Participation** will be calculated as percentage of enrolled students who take the NeSA assessment in grades tested. The target rate has been set at 95%.

**Graduation Rate** is calculated by following the students enrolled in grade 9 and calculating the percentage who have graduated after four and six years. The method to be used is the cohort four-year graduation rate defined by the US Department of Education. As data becomes available in 2013, the 6-year rate will be calculated as a two-year extension using the same method.

**Business Rules** that define the details of calculating all indicators will be taken from existing reports, e.g. State of the Schools or AYP, as appropriate, and include masking of groups with fewer than 10 to prevent issuance of personally identifiable information.

## MEASURE OF ACADEMIC PROGRESS (MAP)

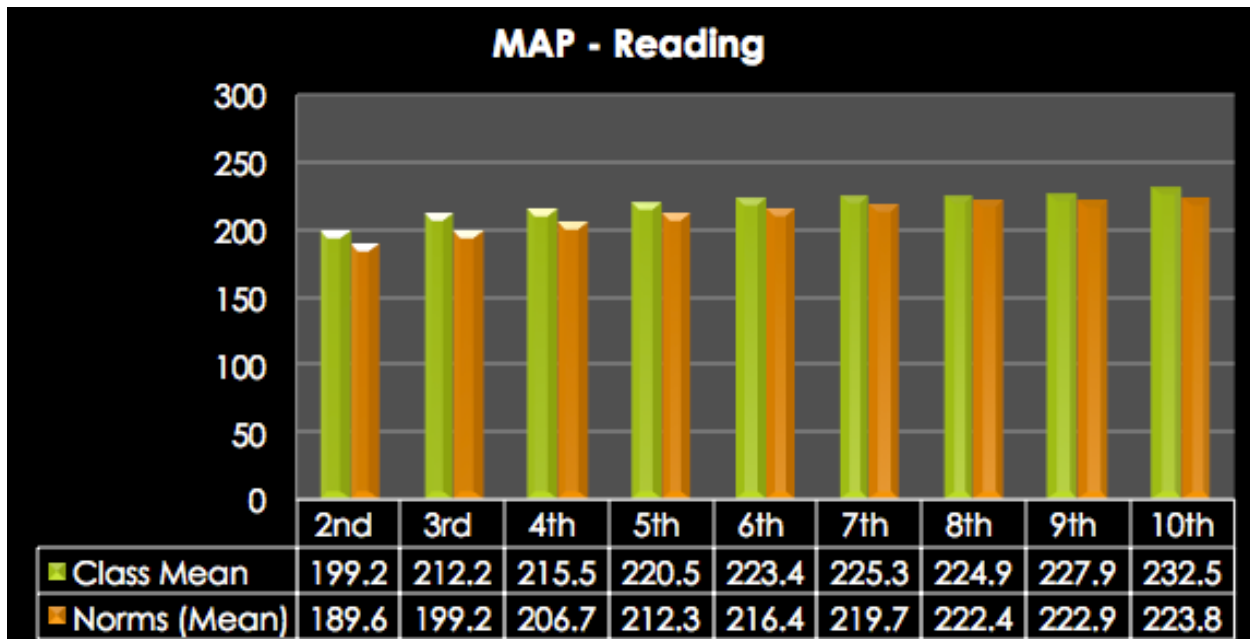
The norm-referenced assessment that we utilize in our district is called Measure of Academic Progress or MAP. The MAP assessment is administered to fulfill the accreditation requirements put forth by Nebraska Department of Education under Rule 10. Norm-referenced assessments are built to compare student performance across the country and these assessments result in bell curve distributions. The MAP assessments use a scale called RIT to measure student achievement and growth. The ACT is another example of a norm-referenced assessment that is administered throughout the Midwest.

MAP Assessment	Grades Administered
MAP Reading	2-11 (Fall & Spring)
MAP Math	2-11 (Fall & Spring)
MAP Science	2-11 (Fall & Spring)

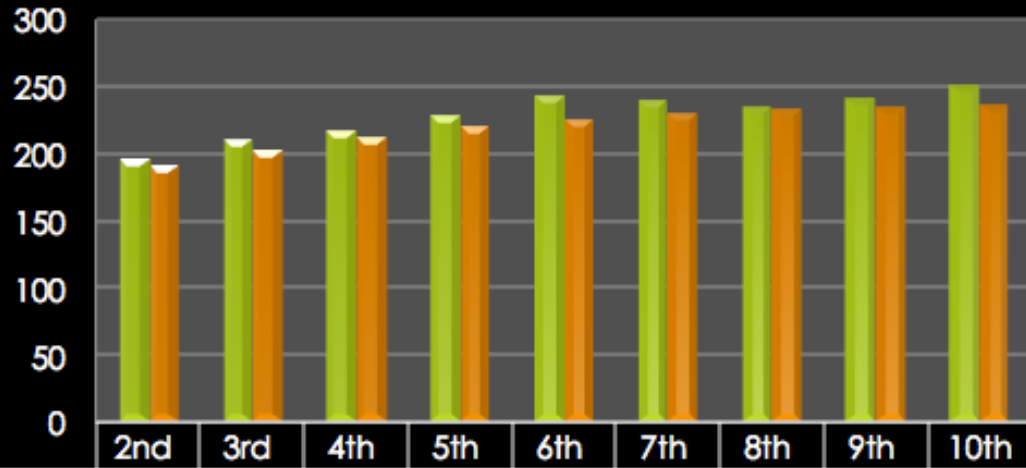
**\*Please Note:** All 2<sup>nd</sup>-6<sup>th</sup> grade students participate in a winter reading MAP assessment and all 11<sup>th</sup> grade students do not take the MAP assessments in the spring.

## MEASURE OF ACADEMIC PROGRESS (MAP)

### Class Mean (RIT Score) By Grade/Subject Area Spring 2014 Assessments

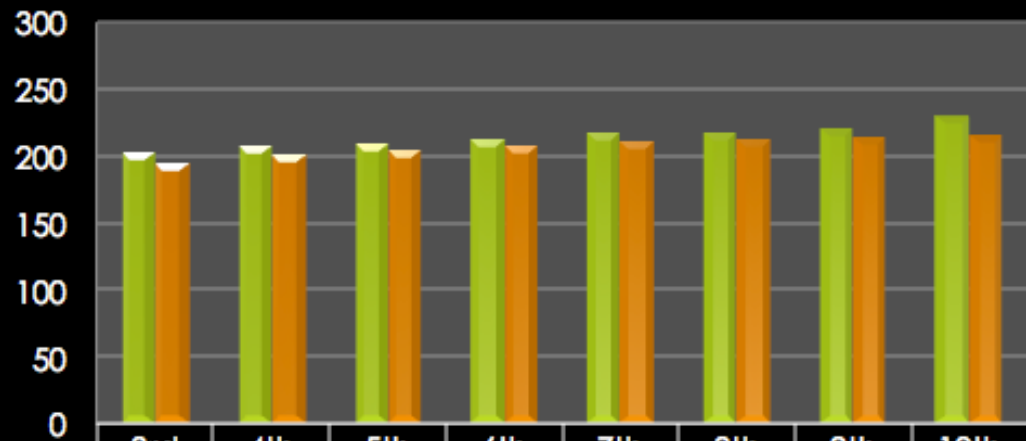


### MAP - Math



■ Class Mean	196.8	211.2	217.8	229.5	243.3	239.8	236.2	242.5	251.8
■ Norms (Mean)	191.3	203.1	212.5	221	225.6	230.5	234.5	236	236.6

### MAP - Science



■ Class Mean	203.7	207.4	210	213.1	217.8	218.2	220	230.7
■ Norms (Mean)	195.5	200.8	205.3	208.1	210.9	213.5	214.3	216.2

**MEASURE OF ACADEMIC PROGRESS (MAP)**  
**Combined Results (RIT Scores) for All Grades Tested**  
**Longitudinal Spring MAP Data**

	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>
<b>2009-2010</b>	<b>212.2</b>	<b>222.5</b>	
<b>2010-2011</b>	<b>217.5</b>	<b>226.6</b>	
<b>2011-2012</b>	<b>220.5</b>	<b>229.5</b>	
<b>2012-2013</b>	<b>220.7</b>	<b>229.6</b>	
<b>2013-2014</b>	<b>220.2</b>	<b>228.8</b>	<b>215.4</b>

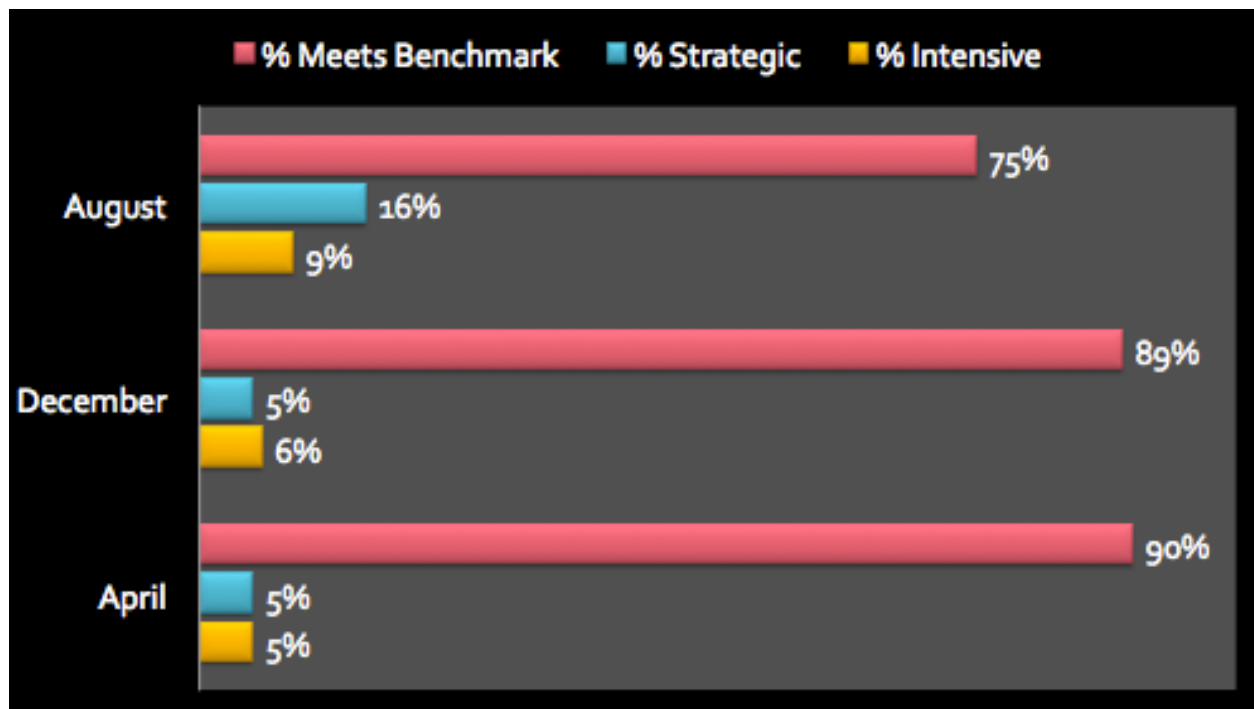


## DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS

The universal screener that we utilize in our district is called Dynamic Indicators of Basic Early Literacy Skills or DIBELS. DIBELS is a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. These assessments are designed to be short, one-minute fluency measures used to regularly monitor the development of early literacy skills. The DIBELS assessments are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

### DIBELS SCORES (K-6 GRADE) Percentage of Students Proficient By Indicators

Date	# of students	Meets Benchmark (At Grade Level)	Strategic (Below Benchmark)	Intensive (Well Below Benchmark)
August 2013	109	75%	16%	9%
December 2013	112	89%	5%	6%
April 2014	112	90%	5%	5%

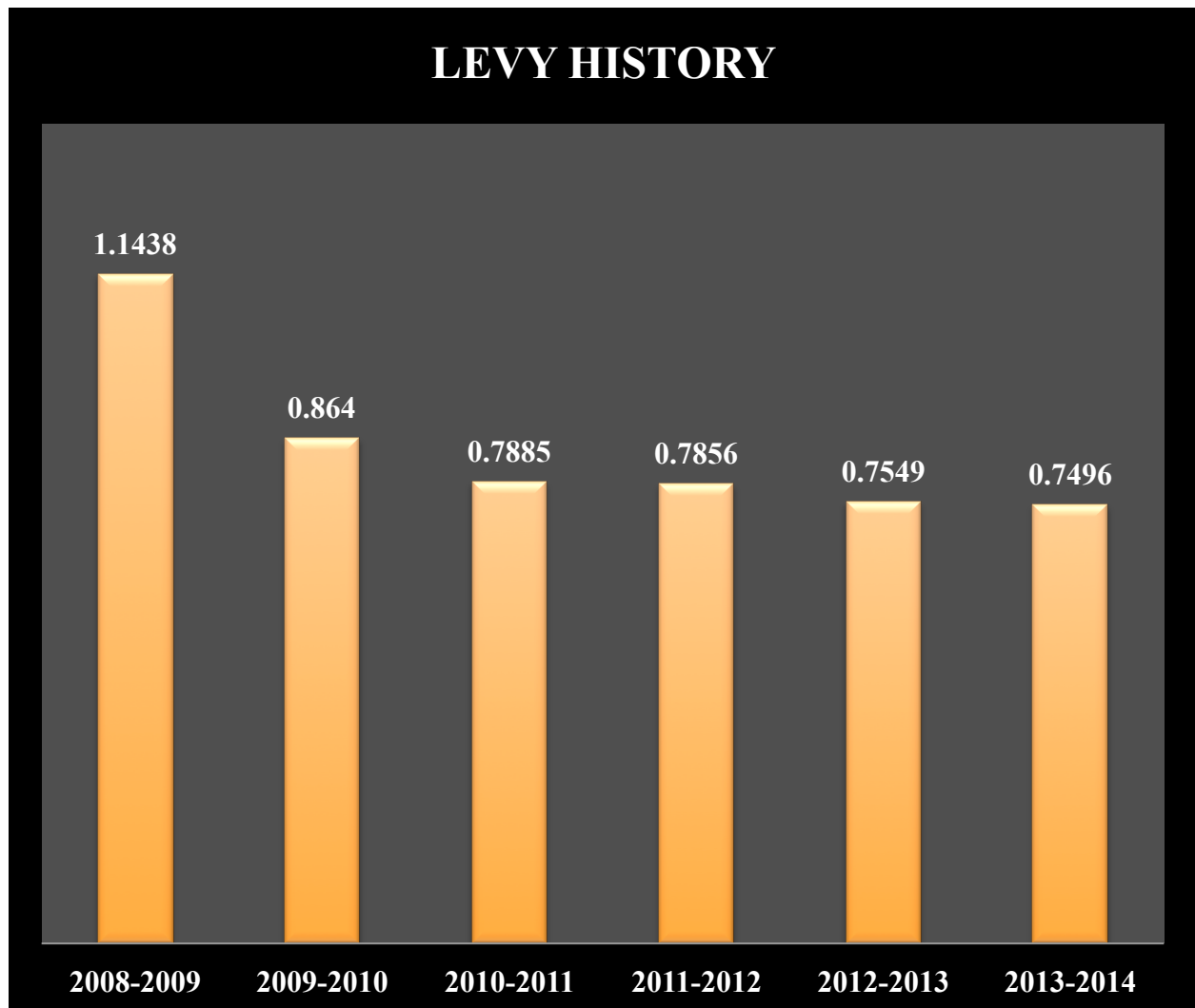


## 2013-2014 BUDGET INFORMATION

The Diller-Odell Public Schools budget was \$6,549,372 for the 2013-2014 school year. The 2013-2014 budget saw an increase of \$468,901 (7.71%) from the 2012-2013 budget of \$6,080,471. The 2013 valuation of \$492,196,766 increased \$42,625,344 (9.48%) over the 2012 valuation of \$449,571,422.

## LEVY COMPARISON INFORMATION

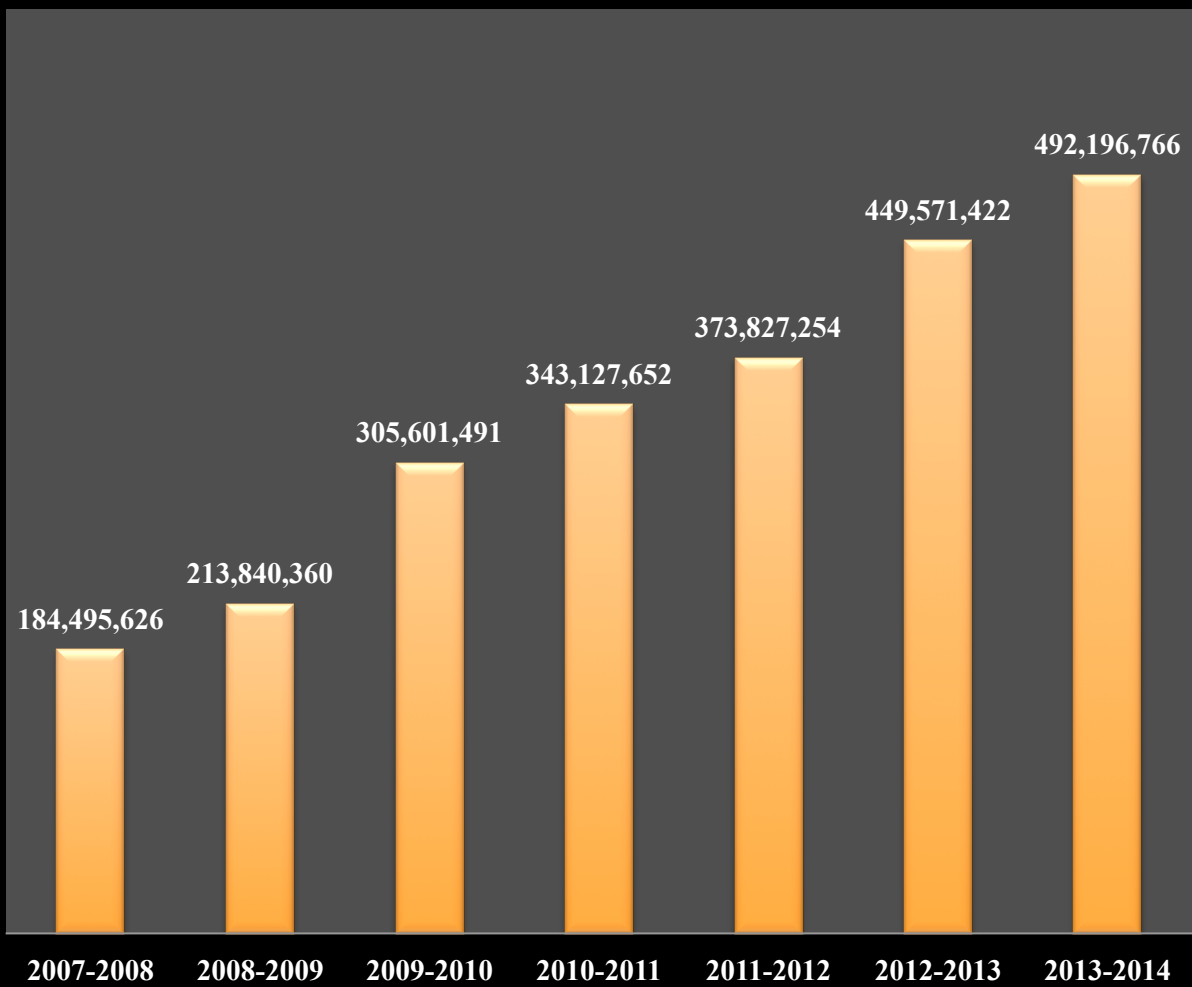
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>General</b>	1.1405	.8617	.7863	.7835	.6875	.6856
<b>Special Building</b>	.0033	.0023	.0022	.0020	.0674	.0640
<b>Total</b>	1.1438	.8640	.7885	.7856	.7549	.7496



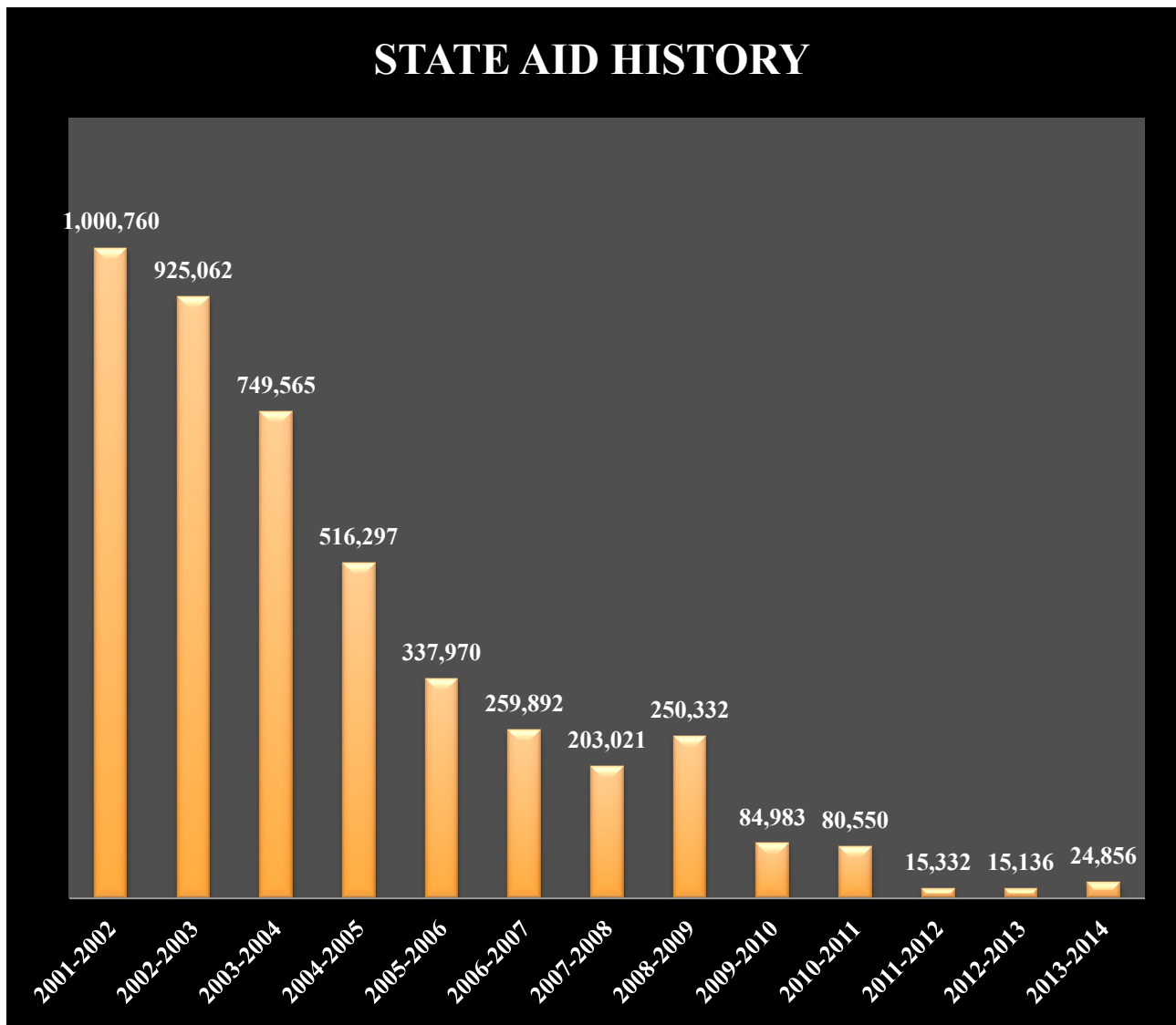
## 2013 VALUATIONS

County	2013
Gage County	\$261,063,838
Pawnee County	\$495,115
Jefferson County	\$230,637,813
<b>Total</b>	<b>\$492,196,766</b>

## VALUATION HISTORY



## DILLER-ODELL PUBLIC SCHOOLS STATE AID HISTORY



Please feel free to contact me with any questions that you might have about the 2013-2014 Annual Report.

Christopher Prosofski  
PK-12 Principal