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**2014-2015  
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 2014-2015 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 2014-2015 academic year can be found on the State of the Schools Report at <http://reportcard.education.ne.gov>.

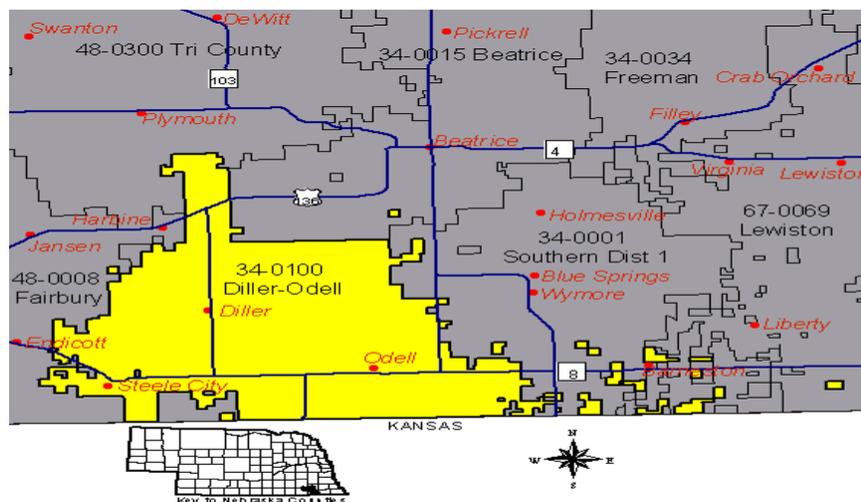
- 1) Click on **District** in the right hand corner.
- 2) Type in Diller-Odell and click on **Search**.
- 3) Click on **DILLER-ODELL PUBLIC SCHOOLS**.
- 4) Informational choices are on the top tabs of the page.

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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.	25	Superintendent
Chris Prosocki	Ed.D.	7	PK-12 Principal
Rita Becker	M.A.	12	Guidance Counselor
Amy Coufal	M.A.	15	7-8 English Teacher/Technology
Beth Roelfs	M.A.	19	K-6 Special Education Teacher
Brandee Goosman	B.A.	6	Preschool/Special Education Teacher
Catherine Klecan	B.A.	25	K-12 Art Teacher
Cathy Lyons	B.A.	33	7-12 Special Education Teacher
Chris Schluter	B.A.	4	Health/P.E. Teacher
Corinna Vrbka	B.A.	4	Social Studies Teacher
Eric McMurray	B.A.	25	7-12 Mathematics Teacher
Jan Liscom	M.A.	21	K-6 Music Teacher/Reading Specialist
Janel Hynek	B.A.	19	Fourth Grade Teacher
Janelle Gegg	M.A.	14	9-12 Spanish Teacher
Jeanne Skidmore	B.A.	26	First Grade Teacher
John Mohr	B.A.	17	7-12 Social Studies Teacher
Justin Larsen	B.A.	9	Fifth Grade Teacher
Kent Ropers	M.A.	29	7-12 Science Teacher/Athletic Director
Lana Hemphill	B.A.	43	Second Grade Teacher
Lisa Bohling	B.A.	30	7-12 Business Teacher
Marilyn Hein	M.A.	15	7-12 Mathematics Teacher
Pamela O'Neil	B.A.	2	9-12 English Teacher
Patty Heble	B.A.	18	Kindergarten Teacher
Ron Rickstrew	M.A.	34	Agriculture Education Teacher
Sharon Tegtmeier	B.A.	40	Title Teacher
Sheila Bargman	B.A.	16	Sixth Grade Teacher
Stacy Hennerberg	B.A.	23	Third Grade Teacher
Susan Meyer	B.A.	37	Media Specialist
Terry Arnold	M.A.	21	7-12 Science Teacher
Tiffany Schoenrock	B.A.	10	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
Ed.D.	Doctor of Education

## CERTIFIED STAFF INFORMATION

Category	Diller-Odell	State
Average Teacher Salary	\$47,277	\$50,681
Average Years of Teaching Experience	20	14
Percent of Teachers with Master's Degrees	26%	52%

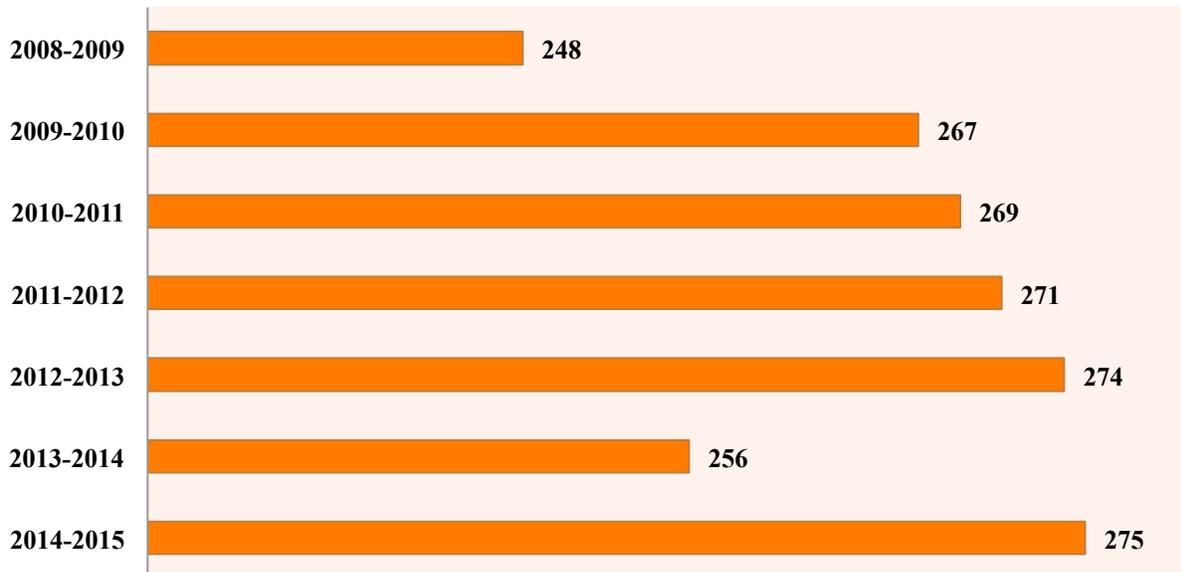
## CLASSIFIED STAFF

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 (2014)</b>			
<b>Grade</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
PK	15	11	26
K	7	8	15
1	11	10	21
2	9	8	17
3	9	13	22
4	5	9	14
5	9	9	18
6	5	8	13
<b>Elementary School</b>	<b>70</b>	<b>76</b>	<b>146</b>
7	14	4	18
8	14	14	28
9	8	14	22
10	16	16	32
11	5	7	12
12	5	12	17
<b>Jr./Sr. High School</b>	<b>62</b>	<b>67</b>	<b>129</b>
<b>District</b>	<b>132</b>	<b>143</b>	<b>275</b>

### 7 YEAR ENROLLMENT FIGURES PK-12



**DILLER-ODELL STUDENT PROFILE/DEMOGRAPHICS**  
**2014-2015 Academic Year**

<b>Student Characteristics</b>	<b>Diller-Odell Public Schools</b>		<b>State</b>
Attendance Rate	96%		95%
English Language Learners (ELL)	N/A		6%
Free/Reduced Priced Meals	33%		44%
Graduation Rate (4-Year Cohort)	100%		91%
High Ability Learners	28%		14%
School Mobility Rate	6%		12%
Special Education	15%		14%
Race/Ethnicity	American Indian/Alaskan Native:	1%	1%
	Asian:	1%	2%
	Black/African American:	0%	7%
	Hawaiian/Other Pacific Islander:	0%	1%
	Hispanic:	4%	18%
	Two or More Races:	1%	3%
	White:	93%	68%

**\*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**  
**2014-2015 Academic Year**

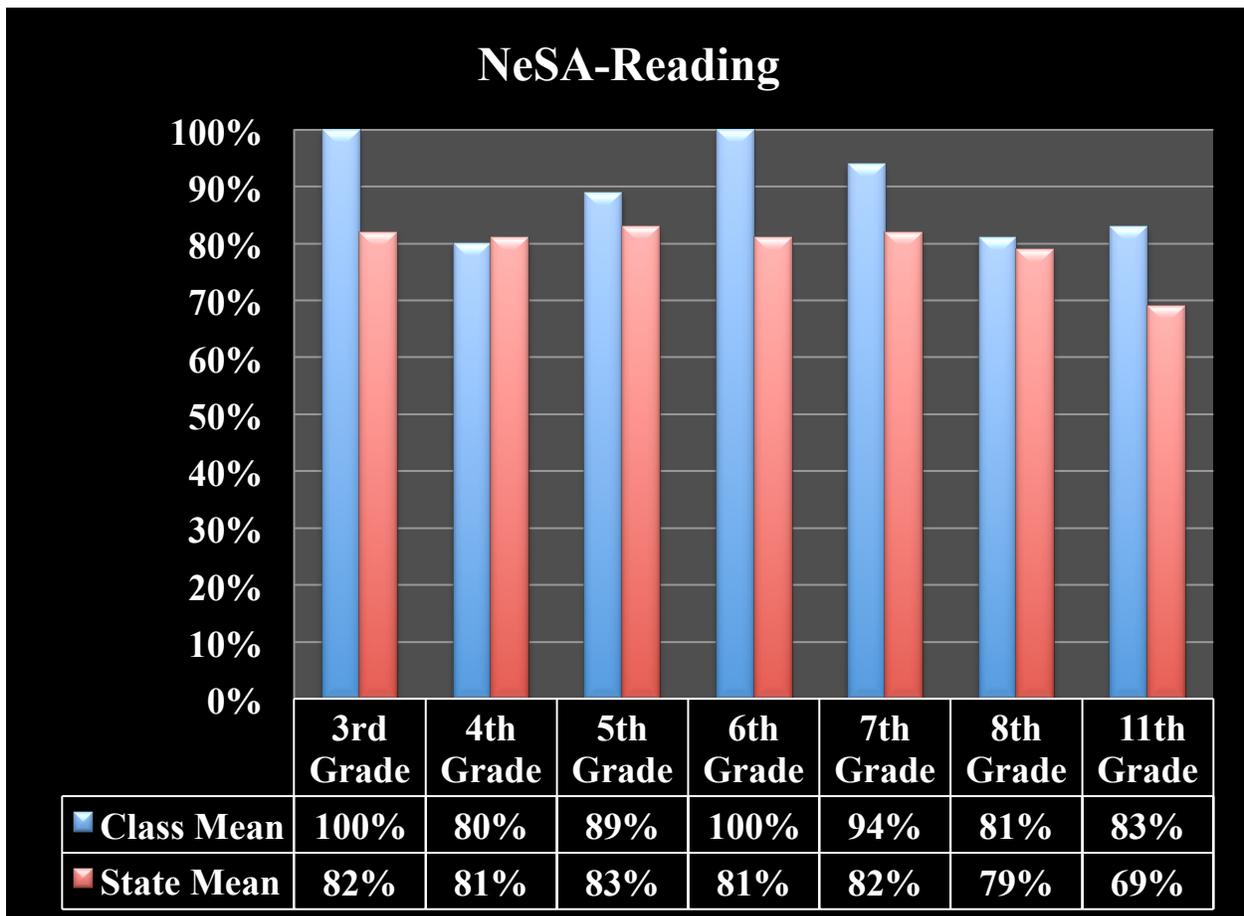
Amount of Students that Option In	22
Amount of Students that Option Out	26
Net Option	-4

## NEBRASKA STATE ACCOUNTABILITY (NeSA)

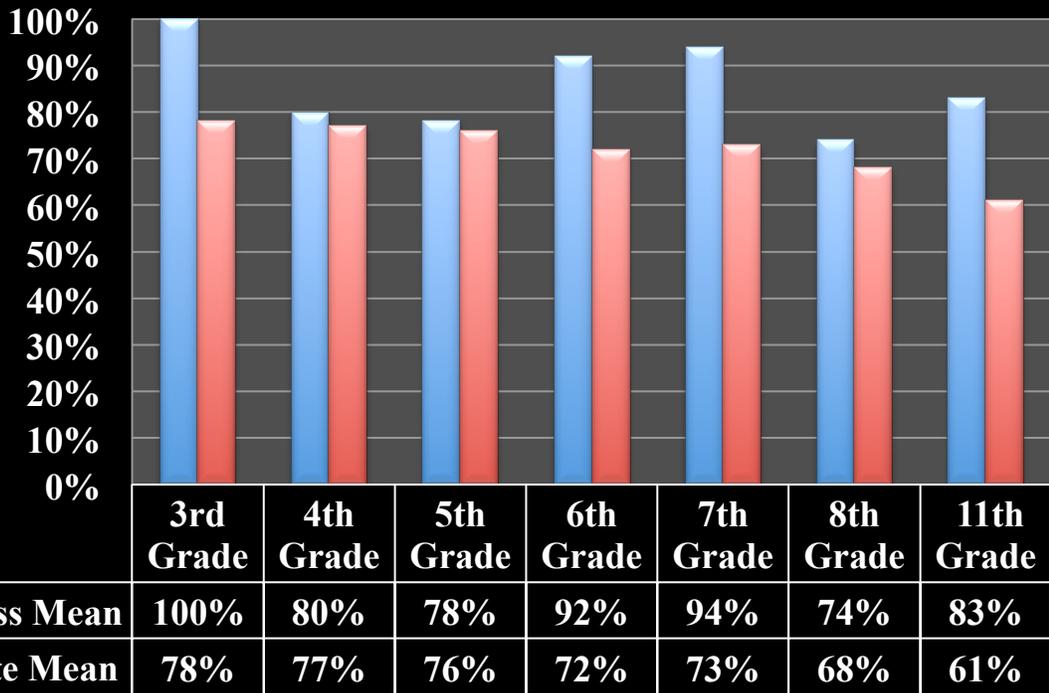
The Nebraska State Accountability (NeSA) assessments were developed specifically for Nebraska to provide teachers, students, and parents with an assessment of student progress in mastering basic skills based on Nebraska’s Academic Standards in reading, mathematics, science, and writing. The NeSA test 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	Mathematics	3-8 & 11 (Spring)
NeSA-S	Science	5,8,11 (Spring)
NeSA-W	Writing	4,8,11 (Jan./Feb.)

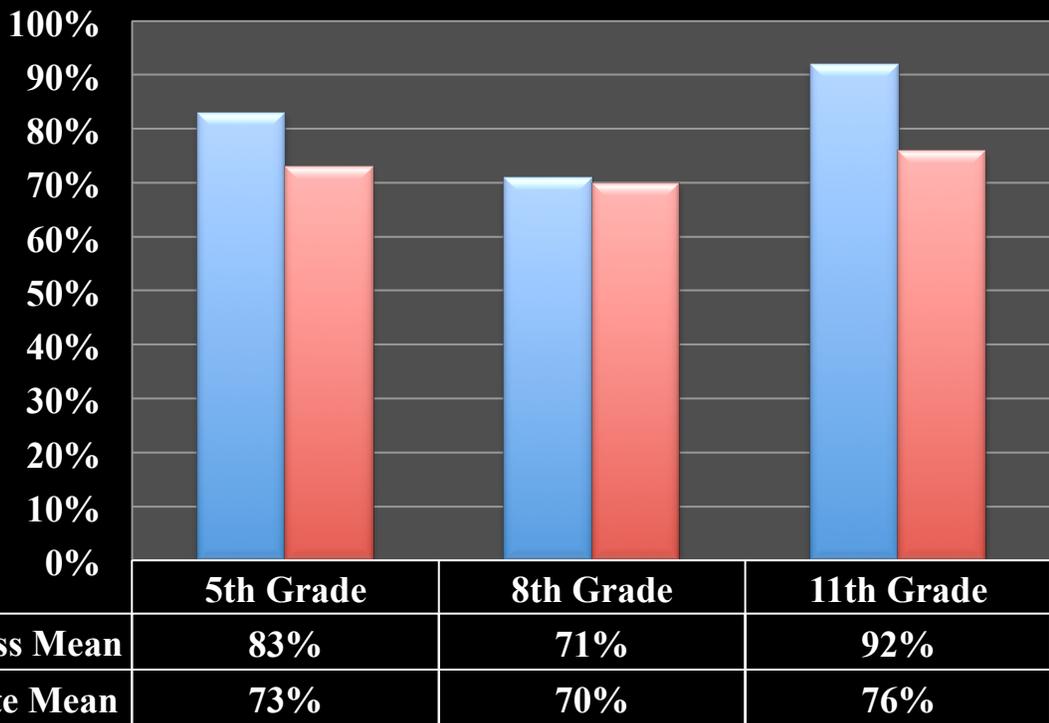
### NEBRASKA STATE ACCOUNTABILITY (NeSA) Percent Proficient By Grade/Subject Area (Class Mean) 2014-2015 Academic Year



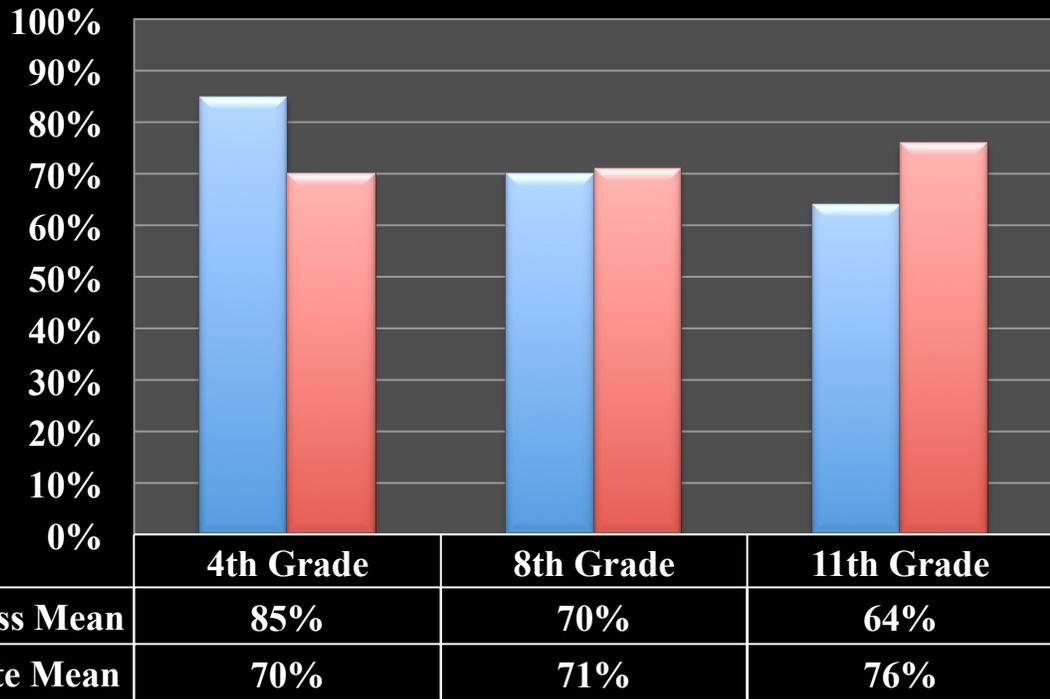
## NeSA-Mathematics



## NeSA-Science



## NeSA-Writing



### NEBRASKA STATE ACCOUNTABILITY (NeSA)

**Combined Results for All Grades Tested  
Percent Proficient – Longitudinal Data**

	Reading	Mathematics	Science	Writing
2010-2011	74%	75%		
2011-2012	81%	82%	83%	
2012-2013	84%	73%	83%	68%
2013-2014	84%	82%	84%	--^^
2014-2015	90%	85%	79%	73%

^^ 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)**  
**2014-2015 Academic Year**

School District	Subject	3rd	4th	5th	6th	7th	8th	11th
Diller-Odell	Reading	100%	80%	89%	100%	94%	81%	83%
Beatrice	Reading	89%	81%	89%	83%	83%	83%	79%
Fairbury	Reading	67%	68%	83%	74%	75%	71%	59%
Freeman	Reading	N/A	97%	91%	82%	92%	76%	77%
Norris	Reading	95%	96%	89%	91%	94%	94%	87%
Tri County	Reading	77%	74%	89%	94%	83%	76%	80%
State Mean	Reading	82%	81%	83%	81%	82%	79%	69%
Diller-Odell	Mathematics	100%	80%	78%	92%	94%	74%	83%
Beatrice	Mathematics	80%	78%	79%	78%	79%	76%	66%
Fairbury	Mathematics	66%	74%	80%	82%	63%	67%	53%
Freeman	Mathematics	91%	97%	81%	75%	81%	65%	81%
Norris	Mathematics	91%	88%	88%	65%	91%	77%	84%
Tri County	Mathematics	71%	89%	96%	82%	63%	68%	60%
State Mean	Mathematics	78%	77%	76%	72%	73%	68%	61%
Diller-Odell	Science	NT	NT	83%	NT	NT	70%	92%
Beatrice	Science	NT	NT	76%	NT	NT	76%	80%
Fairbury	Science	NT	NT	87%	NT	NT	57%	64%
Freeman	Science	NT	NT	84%	NT	NT	91%	94%
Norris	Science	NT	NT	89%	NT	NT	85%	87%
Tri County	Science	NT	NT	93%	NT	NT	96%	N/A
State Mean	Science	NT	NT	73%	NT	NT	70%	73%
Diller-Odell	Writing	NT	85%	NT	NT	NT	70%	64%
Beatrice	Writing	NT	62%	NT	NT	NT	69%	68%
Fairbury	Writing	NT	73%	NT	NT	NT	62%	54%
Freeman	Writing	NT	91%	NT	NT	NT	76%	94%
Norris	Writing	NT	88%	NT	NT	NT	79%	91%
Tri County	Writing	NT	74%	NT	NT	NT	81%	96%
State Mean	Writing	NT	70%	NT	NT	NT	71%	76%

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

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  - 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.

## ACCOUNTABILITY FOR A QUALITY EDUCATION SYSTEM, TODAY & TOMORROW (AQuESTT)

AQuESTT is a next generation accountability system developed by Nebraskans for Nebraska. AQuESTT is focused on continuous improvement for schools. The system is built on six key investments: 1) Positive Partnerships, Relationships, and Student Success, 2) Transitions, 3) Educational Opportunities and Access, 4) College and Career Ready, 5) Assessment, and 6) Educator Effectiveness. Success in these areas will result in better outcomes for all students and schools. AQuESTT classifies schools and districts into four performance levels: Excellent (4), Great (3), Good (2), and Needs Improvement (1). More information regarding the new accountability system in Nebraska, AQuESTT, can be found on the following website: <http://aquestt.com>.

### DILLER-ODELL PUBLIC SCHOOLS AQUESTT CLASSIFICATION 2014-2015 School Year

District Components	AQuESTT Classification
Elementary School (PK-5)	3 (Great)
Middle School (6-8)	3 (Great)
High School (9-12)	4 (Excellent)
District (Overall)	3 (Great)

### AQUESTT CLASSIFICATION

#### Distribution of Schools in Nebraska by Level

Rating Levels	Percentage of Schools in Each Level
Excellent (4)	13%
Great (3)	42%
Good (2)	37%
Needs Improvement (1)	8%

### AQUESTT COMPARISON

School District	District Rating	Elementary School/s Rating	Middle School Rating	High School Rating
Diller-Odell	3	3	3	4
Beatrice	2	2, 2, 2, & 3	3	2
Fairbury	2	2 & 2	2	2
Freeman	3	3	3	3
Norris	3	4 & 3	3	3
Tri County	3	3	3	2

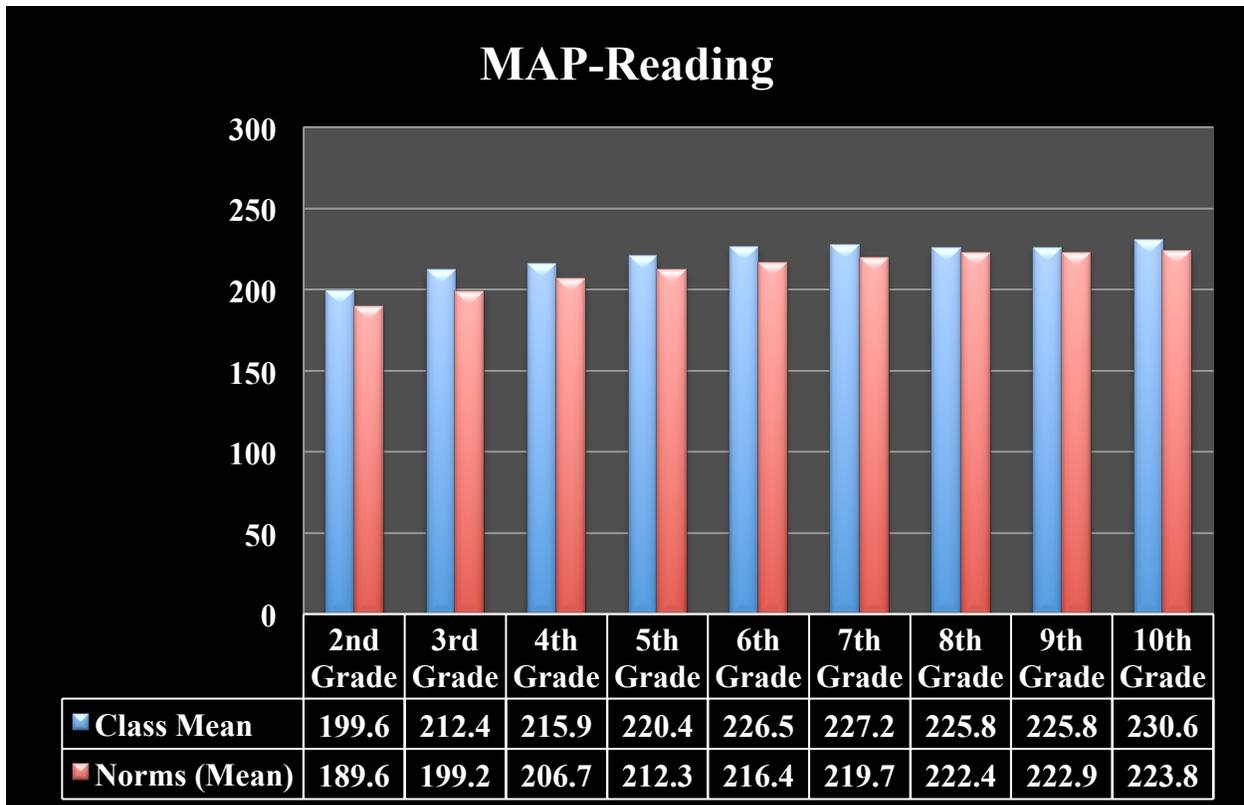
## MEASURE OF ACADEMIC PROGRESS (MAP)

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.

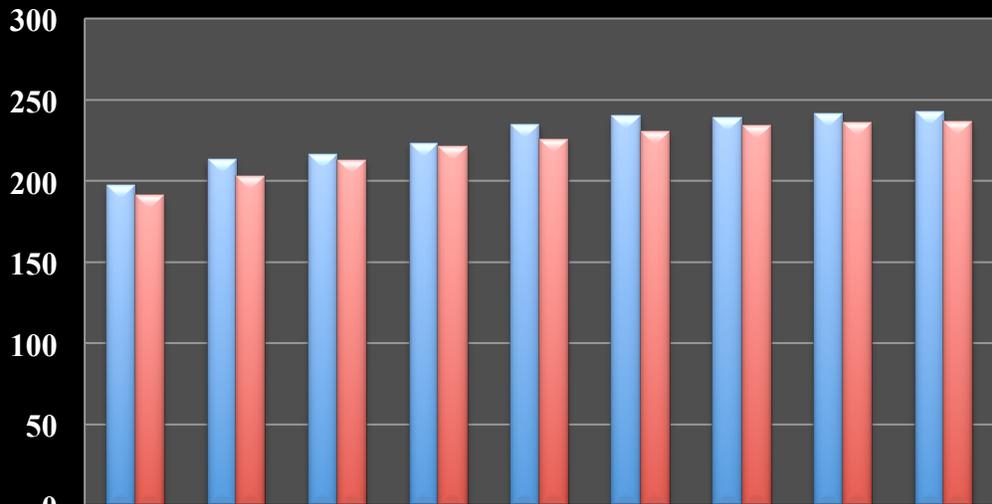
MAP Assessment	Grades Administered
MAP Reading	2-11 (Fall & Spring)
MAP Mathematics	2-11 (Fall & Spring)
MAP Science	2-11 (Fall & Spring)

**\*Please Note:** All 2<sup>nd</sup>-8<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 2015 Assessments

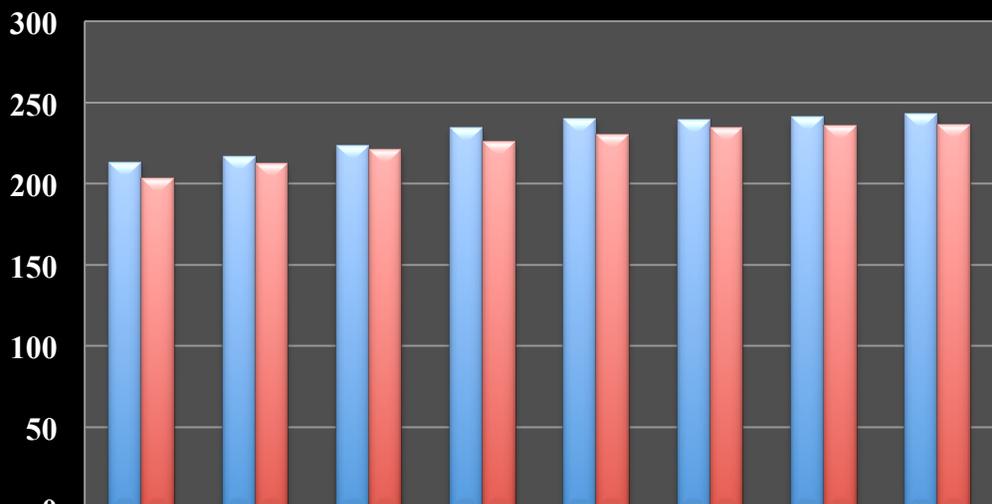


## MAP-Mathematics



	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
■ Class Mean	197.3	213.2	216.5	223.4	234.6	240.1	239.2	241.4	243.1
■ Norms (Mean)	191.3	203.1	212.5	221	225.6	230.5	234.5	236	236.6

## MAP-Science



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
■ Class Mean	213.2	216.5	223.4	234.6	240.1	239.2	241.4	243.1
■ Norms (Mean)	203.1	212.5	221	225.6	230.5	234.5	236	236.6

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

	Reading	Mathematics	Science
2009-2010	212.2	222.5	
2010-2011	217.5	226.6	
2011-2012	220.5	229.5	
2012-2013	220.7	229.6	
2013-2014	220.2	228.8	215.4
2014-2015	220.4	227.6	216.3

**AMERICAN COLLEGE TESTING (ACT)**  
**Longitudinal ACT Data**

		2011	2012	2013	2014	2015
<b>English</b>	<b>District</b>	24.4	23.5	23.2	N/A	19.5
	State	21.8	21.8	21.1	21.3	21.1
<b>Mathematics</b>	<b>District</b>	25.6	23.0	24.2	N/A	21.7
	State	21.7	21.7	21.1	21.1	21.0
<b>Reading</b>	<b>District</b>	23.6	22.1	20.7	N/A	20.8
	State	22.3	22.3	21.8	22.0	21.9
<b>Science</b>	<b>District</b>	24.6	22.2	22.8	N/A	22.2
	State	22.0	21.9	21.5	21.7	21.6
<b>Composite</b>	<b>District</b>	24.8	22.8	22.9	N/A	21.2
	State	22.1	22.0	21.5	21.7	21.5

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

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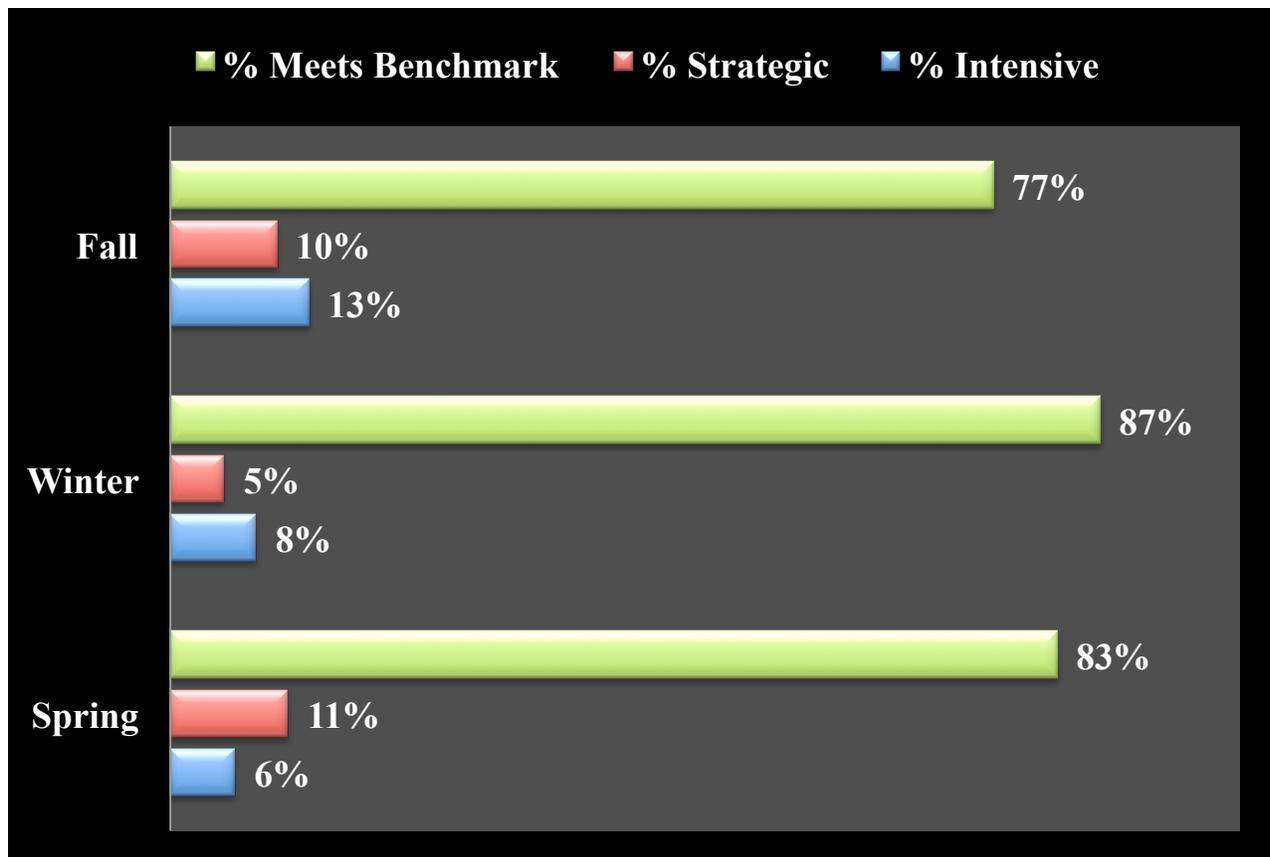
## DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS

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)
Fall 2014	110	77%	10%	13%
Winter 2014	115	87%	5%	8%
Spring 2015	116	83%	11%	6%

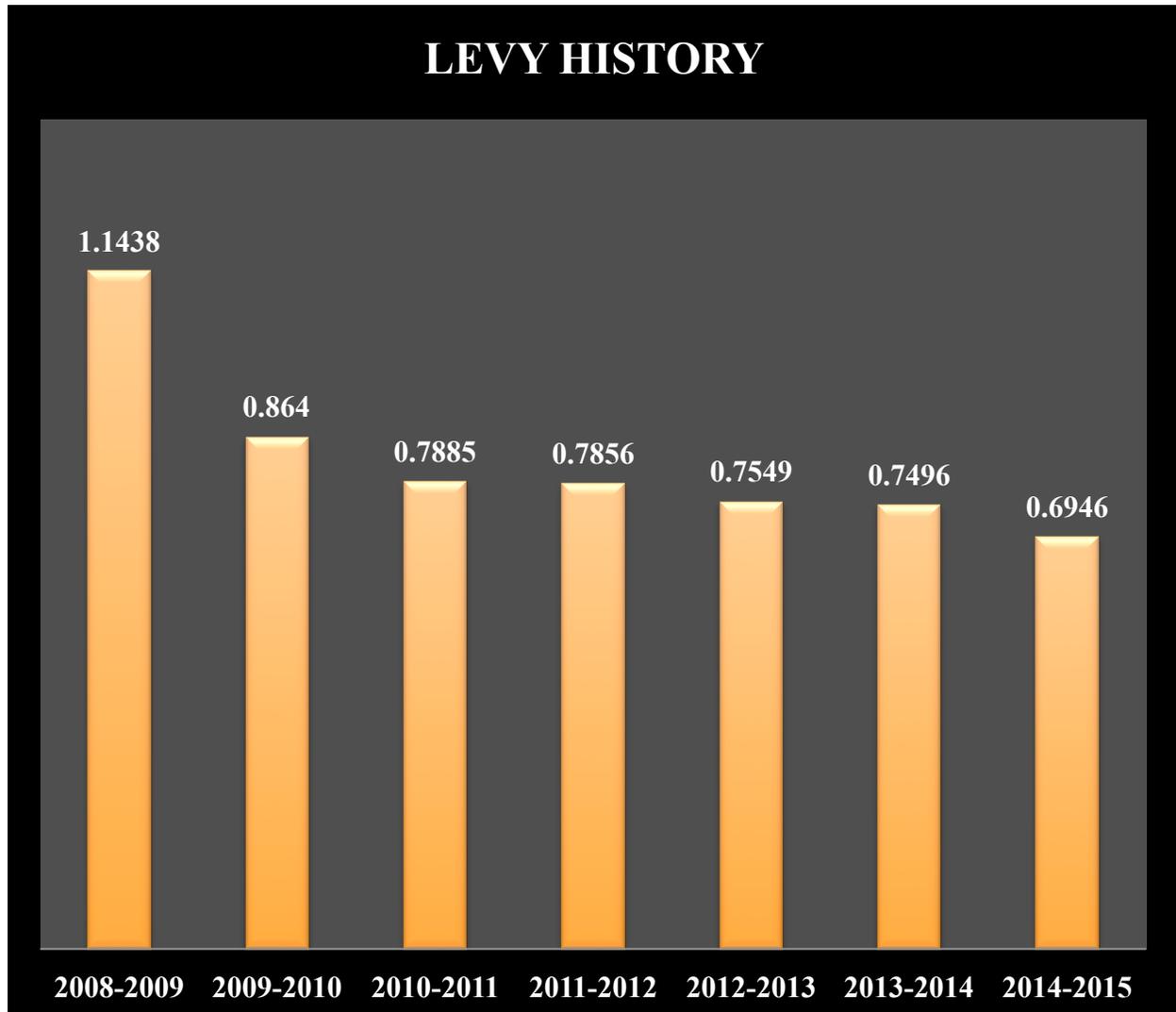


## 2014-2015 BUDGET INFORMATION

The Diller-Odell Public Schools budget for the 2014-2015 school year was \$3,960,207. The 2014-2015 budget saw an increase of \$270,217 (6.8%) from the 2013-2014 budget of \$3,689,990. The 2014 valuation of \$570,096,136 increased \$77,899,370 (15.8%) over the 2013 valuation of \$492,196,766. Diller-Odell Public Schools continues to have one of the lowest mill levies in the state of Nebraska, while operating a fiscally responsible budget with next to no state aid.

## LEVY COMPARISON INFORMATION

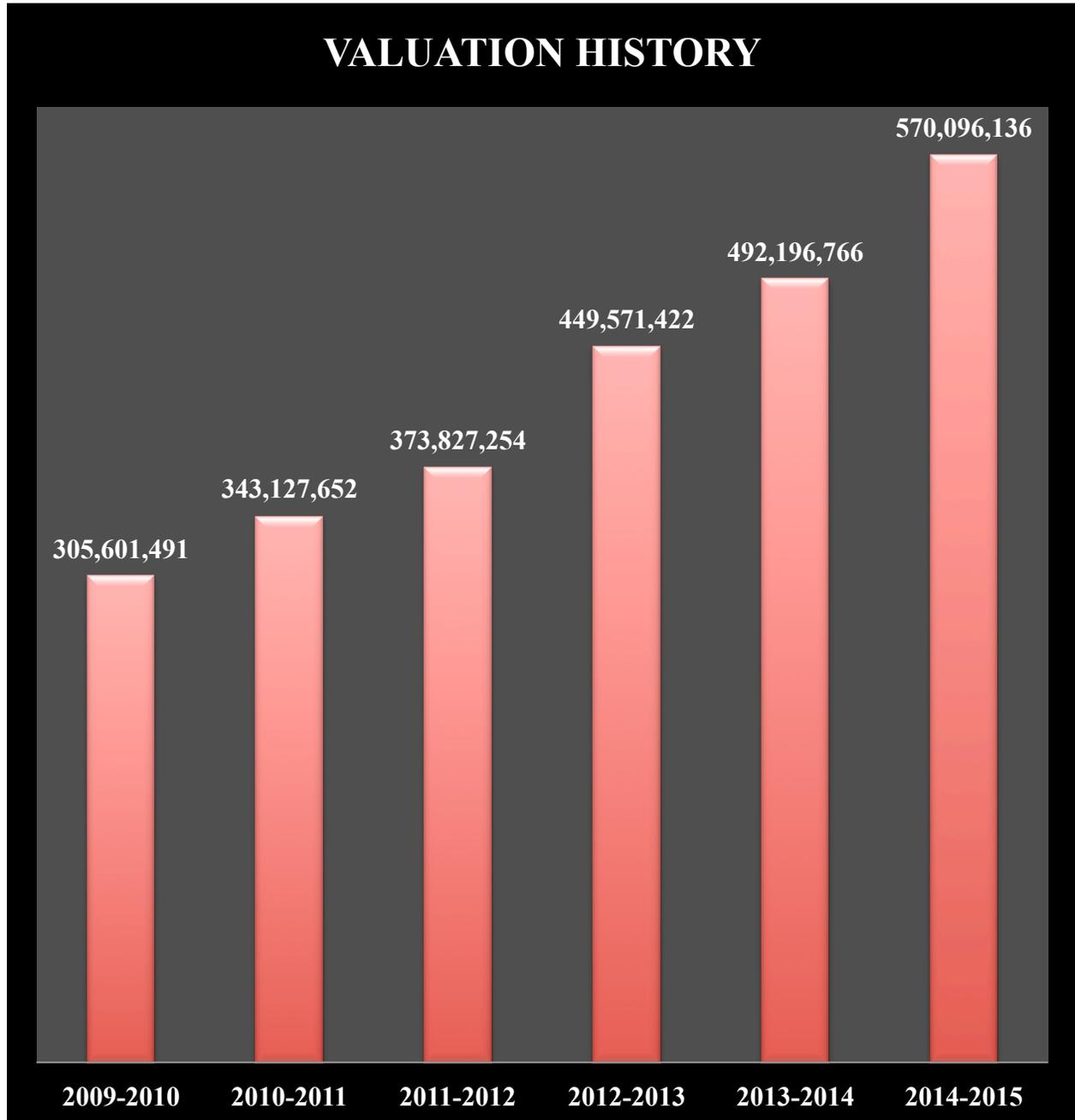
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>General</b>	.8617	.7863	.7835	.6875	.6856	.6149
<b>Special Building</b>	.0023	.0022	.0020	.0674	.0640	.0797
<b>Total</b>	.8640	.7885	.7856	.7549	.7496	.6946



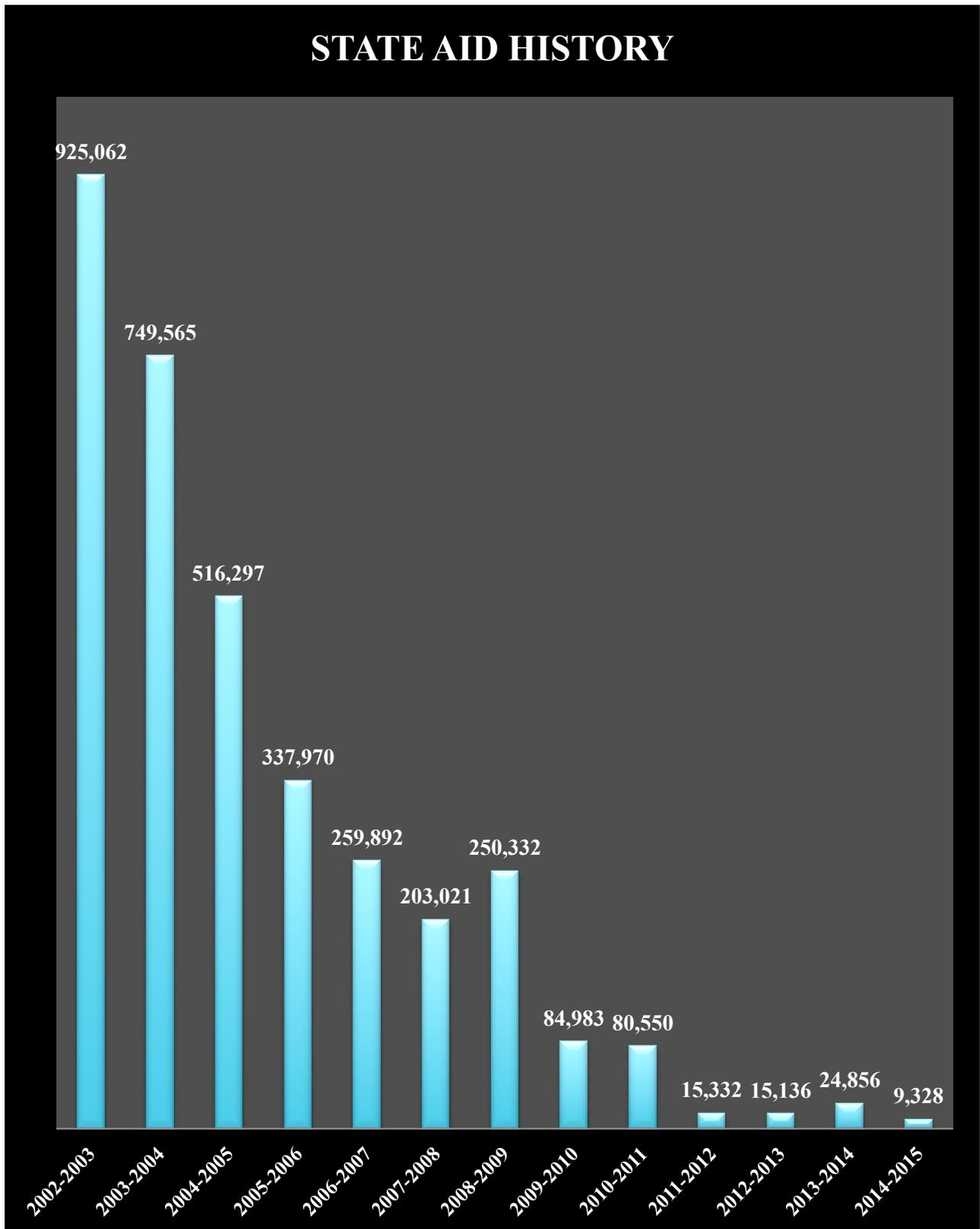
## 2014 VALUATIONS

County	2014
Gage County	\$299,979,197
Pawnee County	\$521,010
Jefferson County	\$269,595,929
<b>Total</b>	<b>\$570,096,136</b>

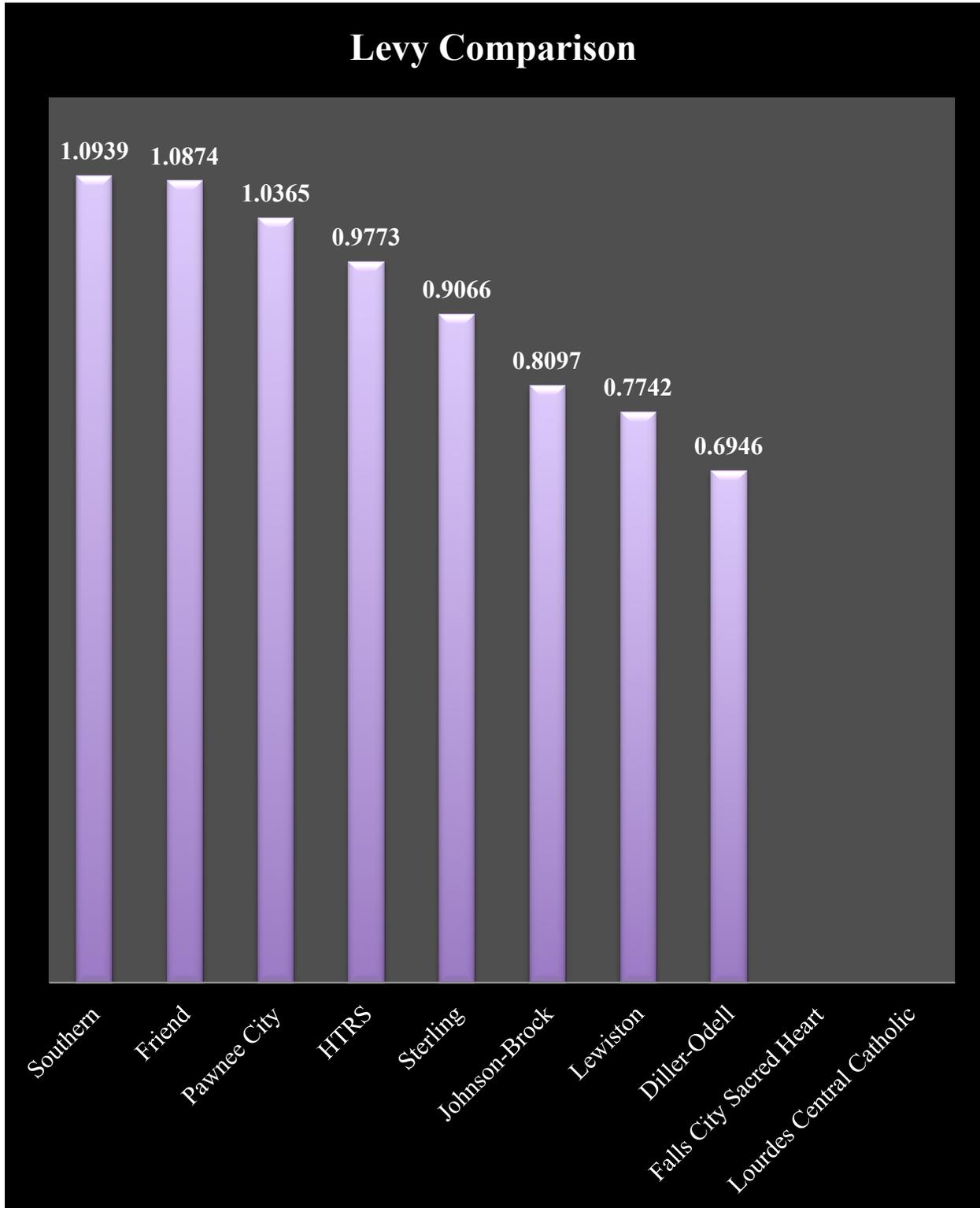
## VALUATION HISTORY



## DILLER-ODELL PUBLIC SCHOOLS STATE AID HISTORY

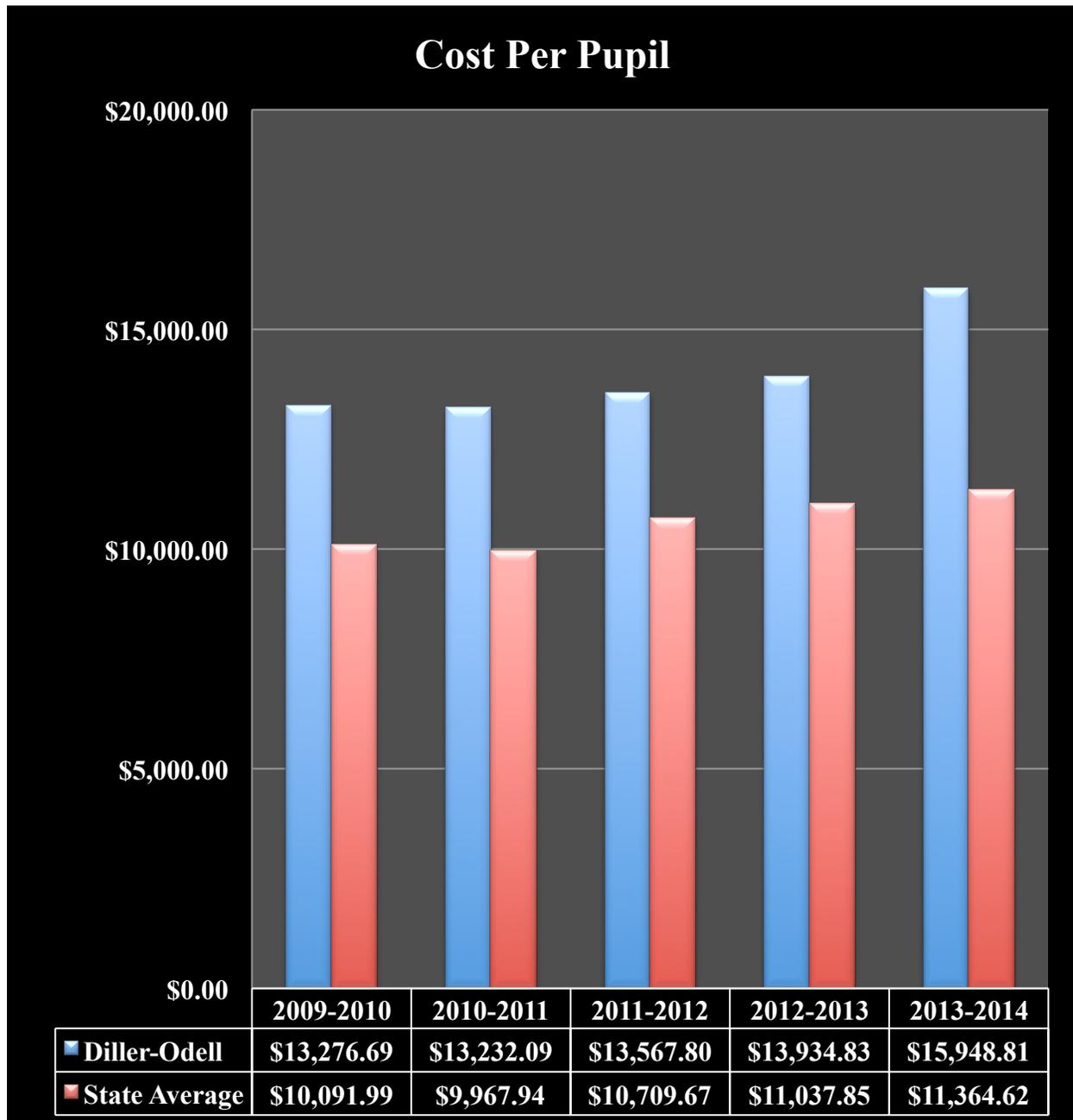


## PIONEER CONFERENCE LEVY COMPARISON



**\*Please Note:** Falls City Sacred Heart and Lourdes Central Catholic are parochial schools (Parochial schools require students/families to pay tuition to receive a formal education).

## COST PER PUPIL BY AVERAGE DAILY MEMBERSHIP (ADM)



**\*Please Note:** The 2014-2015 cost per pupil by average daily membership and the state average is not available at this time.

Please feel free to contact me with any questions that you might have regarding the 2014-2015 Annual Report.

Dr. Christopher Prososki  
PK-12 Principal