

BROKEN BOW PUBLIC SCHOOLS
9th ANNUAL REPORT CARD
2006-2007

The Board of Education, administration, and faculty of Broken Bow Public Schools present the Ninth Annual Broken Bow Public Schools Report Card.

The 9th Annual Report Card is composed of four parts:

Part I – District Information – an overview of Broken Bow Schools.

Part II – Results from the Stanford 10 and ACT – standardized group tests administered to various groups of Broken Bow students.

Part III – Results from State Writing Assessments grades 4, 8 and 11, State Math and Reading Assessments grades 4, 8 and 11, and School District Accountability in Math and Reading grades 4, 8, and 11.

Part IV – Results of an annual survey given to graduating seniors each spring.

It is our desire that this report card gives the reader an in-depth understanding of the efforts undertaken at Broken Bow Schools to improve our educational system so that all our students are well prepared for the challenges following high school.

Timothy B. Shafer, Ph.D.
Superintendent of Schools

Each Child Matters. Every Day Counts.

PART I DISTRICT DATA

Broken Bow Public Schools is a Nebraska Class III School District. The district consists of six educational sites: SESC Preschool at Tappan Valley – pre-kindergarten, North Park – grades kindergarten through two, Custer – grades three through five, Round Hill – grades kindergarten – six, the Middle School – grades six through eight, and the High School – grades nine through twelve.

The Broken Bow District covers approximately 426 square miles in Custer County. The economic base for the county is mainly agriculture and agriculture based industries. The racial/ethnic make-up of the Broken Bow District is almost exclusively Caucasian (White, non-Hispanic).

The school district runs 6 regular bus routes and has 131 students who could be transported each day. State law requires that transportation be provided to students living 4 miles or more from the student's attendance center. The regular bus routes cover approximately 550 miles per day or around 100,400 miles per year. In addition approximately 69,000 miles a year are driven on activity trips.

Numerous community programs and parent organizations encourage and support the Broken Bow District.

Multicultural Statement

The Broken Bow Public Schools will provide learning experiences for all students to obtain knowledge about and respect for the diversity and commonalities of the cultures, histories and contributions of African-Americans, Hispanic-Americans, Native-Americans, and Asian-Americans. Multicultural education promoting student awareness and sensitivity will be infused into the curriculum in all areas and all grades. (Information from Curriculum Guide)

School Improvement Committee (SI)

The School Improvement Committee is an on-going, student-focused school improvement process organized around four district goals and two NCA goals. An integral part of School Improvement is accreditation. Broken Bow Public Schools is an accredited member of North Central Association (NCA) and has been continuously accredited by the NCA since 1915. A task force works year-round on projects associated with each goal.

District Goals

1. Caring About Self & Others - Students will improve their responsibility and respect for others. They will also improve motivation.
2. Safety – Students will be aware of the district-wide safety plan and actively participate in it.
3. Career Preparation - Students will have the skills to make knowledgeable decisions regarding their post-secondary goals.
4. Technology – Students will improve in their use of media and technology.

NCA Goals

Academic Achievement – Student data will be analyzed to make informed decisions about programs and student progress.

Communications – Members will work to ensure that:

1. All K-12 students will improve performance in writing skills across the curriculum.

Financial (2005-2006)

Average Cost Per Pupil Daily Membership

District \$8489.29

State \$8509.86

Average Cost Per Pupil Daily Attendance

District \$8118.11

State \$8962.96

2006-07 Value of Buildings & Contents \$14,366,142

(Information from 2006-07 Annual Financial Report)

Student Attendance

2005-06 Average Daily Enrollment 804.00

(Average number of students enrolled for the entire school year)

2005-06 Average Daily Attendance 761.81

(Average number of students in attendance each day)

Average Daily Attendance Rate 94.3%

(Information from 2005-06 Annual Financial Report)

Graduation Rate

2005-06 District Rate 97.30%

2005-06 State Rate 88.76%

(Most current information from 2006-07 State of the Schools Report)

Drop-out Rate

2005-2006 District Rate 0.00%

2005-2006 State Rate 1.81%

(Most current information from 2006-07 State of the Schools Report)

Option Enrollments

Student Option Enrollment In 47

Student Option Enrollment Out 29

(Information from District Office)

Student Characteristics

Eligible for Free and Reduced Priced Meals

District Average 39.45%

State Average 36.42%

Moving In or Out During the School Year

District Average 7.63%

State Average 12.64%

Learning the English Language

District Average 0%

State Average 6.49%

Receiving Special Education Services

District Average 18.70%

State Average 14.95%

(Information from 2006-07 State of the Schools Report)

Grade-by-Grade Enrollment

Grade	Year				
	1991-1992	1996-1997	2001-2002	2005-2006	2006-2007
PK	9	5	6	36	31
K	70	65	53	67	58
1	80	66	65	44	59
2	74	73	55	54	49
3	67	69	66	61	55
4	72	46	71	58	65
5	66	69	67	69	62
6	83	88	61	54	71
7	86	84	76	65	56
8	72	68	77	69	60
9	75	66	57	73	73
10	81	72	79	68	70
11	78	86	78	71	63
12	72	78	77	79	72
Total	985	935	888	868	844

(Number of students enrolled in school on the last Friday in September) (Information from 2006-07 State of the Schools Report)

Student to Teacher Ratio

K-6 grades 14 – 1
 7-12 grades 14 – 1
 (Information from District Office)

Faculty

Number of Professional Staff 78
 Professional Staff Advanced Degrees
 Ph.D. 1
 Ed.S. 1
 Masters Degree 34
 (Information from District Office)

Teacher Attendance

Sick Leave Days 40 .3%
 Personal Leave Days 537 3.7%
 Staff Development Activity Days 261 1.8%
 School Sponsored Activity Days 161 1.1%
 (Information from District Office)

PART II ACHIEVEMENT TEST SCORES

The Broken Bow School District Administered the Stanford 10 to students in grades 4, 8, and 11 to (1) assist in the identification of students in need of special assistance, (2) assess individual student achievement in comparison to national test results, (3) assist in instructional program assessment, and (4) meet Nebraska State Standards.

Test results are recorded in the form of a score called a “National Percentile Quarter Percents.” The top quarter percentile scores range from 76-99. The second quarter percentiles range from 51-75. The third quarter percentiles range from 26-50. The fourth quarter percentiles range from 1-25.

The number under each heading is the percent of Broken Bow students scoring in that particular quartile. Broken Bow Custer Elementary, Middle School, and High School students recorded the following “National Percentile Quarter Percents” scored during the 2005-06 school year and the 2006-07 school year:

The scores from 2006-07 are currently not available.

4th Grade Scores

National Percentile Quarter Percents	Reading		Language		Math		Science		Social Studies		Total Score	
	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07
76-99	32		31		34		34		44		36	
51-75	27		32		37		37		25		34	
26-50	34		29		22		22		20		22	
1-25	7		8		7		7		10		8	

For example, in 2005-06, 32% of the Broken Bow 4th grade students taking the Stanford 10 Test scored in the top quarter percentile in reading, when compared to students in the nation. 27% scored in the 2nd quarter, 34% scored in the 3rd quarter and 7% scored in the 4th quarter. 59% of Broken Bow students scored above the 50th percentile in reading, when compared with students in the nation.

The same format of the example above applies to the 8th grade and 11th grade charts below.

8th Grade Scores

National Percentile Quarter Percents	Reading		Language		Math		Science		Social Studies		Total Score	
	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07
76-99	35		25		51		48		35		39	
51-75	30		32		23		30		28		30	
26-50	27		27		13		10		24		20	
1-25	8		15		14		13		13		11	

11th Grade Scores

National Percentile Quarter Percents	Reading		Language		Math		Science		Social Studies		Total Score	
	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07
76-99	35		37		46		44		37		41	
51-75	35		34		31		29		34		34	
26-50	18		15		16		15		15		15	
1-25	12		16		7		12		15		10	

ACT SCORES

The following is information provided to the district on ACT scores and trends. This is a 5-year trend for ACT-tested students broken out by students taking core classes and students taking non-core classes.

The core classes are as follows:

English (Four years or more)	Mathematics (Three years or more)
Social Studies (Three years or more)	Natural Science (Three years or more)

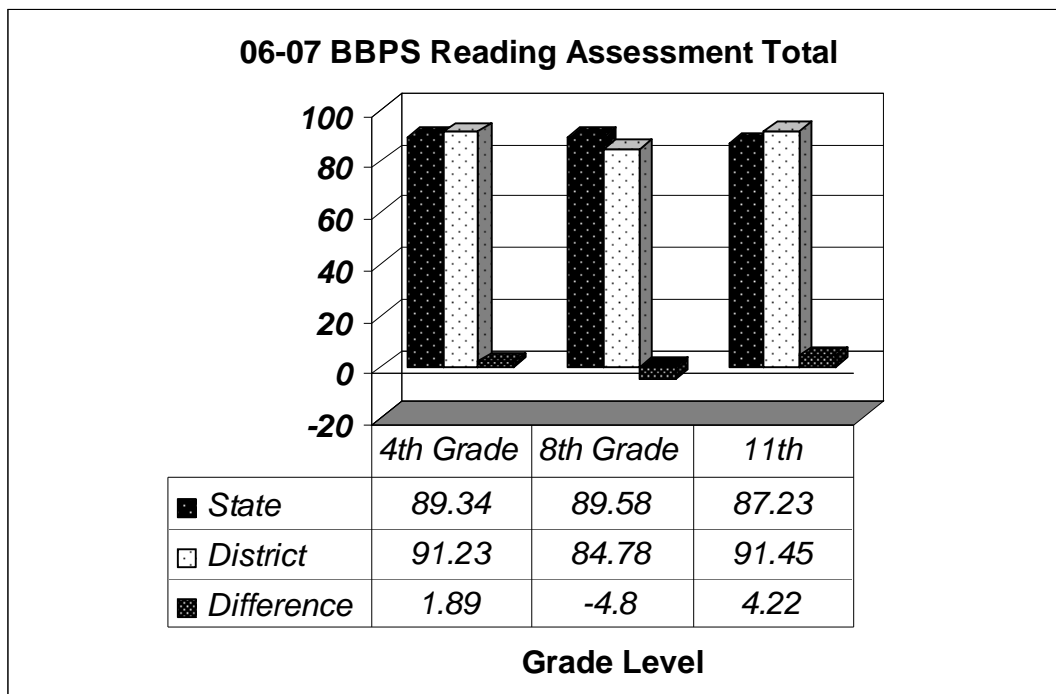
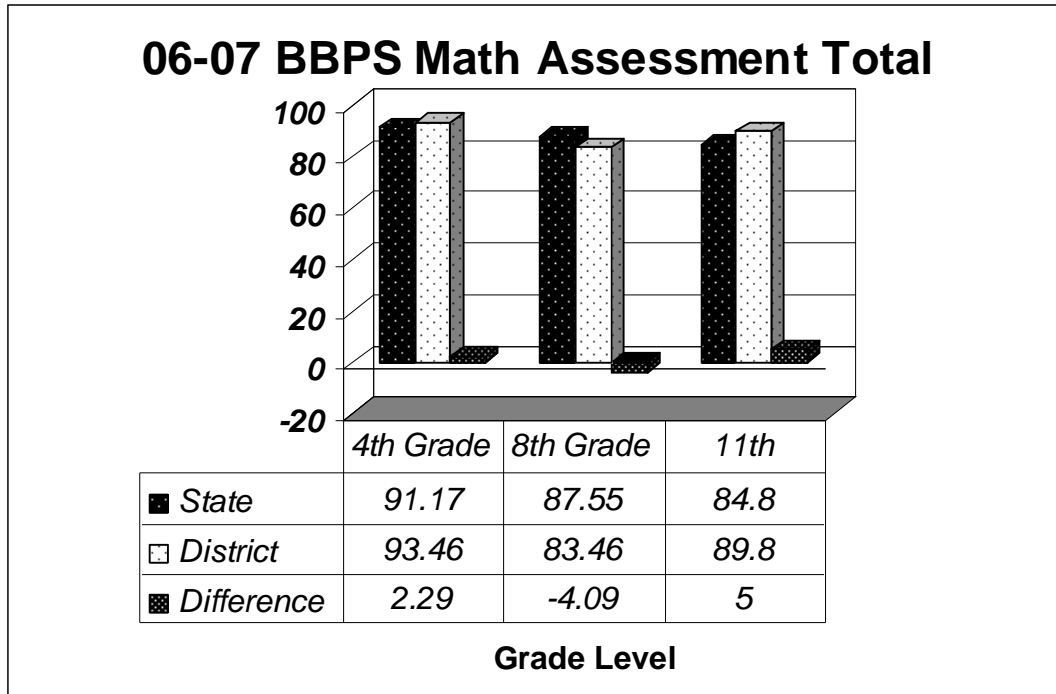
Students taking non-core classes then do not have the recommended number of years of study in the identified courses.

Average ACT Scores by Level of Preparation

Average ACT Scores														
Grad Year	Number of Students Tested		Percent		English		Mathematics		Reading		Science		Composite	
	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2003	35	22	59	37	21.6	18.3	22.3	18.5	22.9	19.4	22.3	19.9	22.3	19.2
2004	19	26	39	53	22.2	19.1	23.7	18.6	23.3	20.3	22.4	20.3	22.9	19.7
2005	12	15	43	54	21.7	18.9	23.8	18.9	24.2	19.1	21.9	19.1	23.0	19.2
2006	14	33	28	66	22.5	19.7	22.4	20.1	23.7	22.0	22.1	20.2	22.8	20.6
2007	23	21	48	44	24.9	20.1	24.0	19.7	25.8	21.5	23.8	20.5	24.7	20.7

PART III
NEBRASKA STATEWIDE MATH AND READING ASSESSMENT
2006-2007

The Statewide Math and Reading Assessment results show the percentage of students in grades 4, 8 and 11 who are proficient or better on the Nebraska Math and Reading Standards.



SCHOOL DISTRICT ACCOUNTABILITY

Math STARS 2006 – 2007

To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary ratings on both the quality of their assessments and the performance of students on standards.

At least 95 percent of the students must have been assessed in reading, mathematics and writing.

		Unacceptable	Acceptable But Needs Improvement	Good	Very Good	Exemplary	Student Participation
Grade 4	Assessment Quality					X	
	Students Meeting Standards					X	97.25%
Grade 8	Assessment Quality					X	
	Students Meeting Standards					X	99.75%
Grade 11	Assessment Quality					X	
	Students Meeting Standards					X	97.49%

Reading 2006 – 2007

		Unacceptable	Acceptable But Needs Improvement	Good	Very Good	Exemplary	Student Participation
Grade 4	Assessment Quality					X	
	Students Meeting Standards					X	96.61%
Grade 8	Assessment Quality					X	
	Students Meeting Standards				X		99.66%
Grade 11	Assessment Quality					X	
	Students Meeting Standards					X	97.75%

SCHOOL DISTRICT ACCOUNTABILITY

No Child Left Behind 2006 – 2007

To meet federal accountability requirements, school districts and buildings with 30 or more students in any of nine groups must meet the following federal accountability goals:

- Reading: 81 percent of 4th graders, 81 percent of 8th graders and 83 percent of 11th graders scoring proficient on state standards.
- Mathematics: 83 percent of 4th graders, 79 percent of 8th graders and 81 percent of 11th graders scoring proficient on state standards.

Student Performance: Reading 4th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 97.89%	MET	MET 99.43%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 97.73%	MET	MET 99.38%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 96.34%	MET	MET 100%
Special Education Students	MET	MET 93.88%	MET	MET 97.62%
English Language Learners	*	*	*	*

Student Performance: Mathematics 4th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 97.91%	MET	MET 99.43%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 97.74%	MET	MET 99.38%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 96.34%	MET	MET 100%
Special Education Students	NOT MET	NOT MET 91.84%	MET	MET 97.62%
English Language Learners	*	*	*	*

Student Performance: Writing 4th Grade

Grade	Percent of Broken Bow Students Taking Assessment	Statewide Average Students Meeting or Exceeding Standards	Broken Bow Students Meeting or Exceeding Standards
4	95.08%	86.15%	94.83%

Student Performance: Reading 8th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 95.16%	MET	MET 98.89%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 94.92%	MET	MET 98.83%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 100%	MET	MET 98.53%
Special Education Students	MET	MET 94.44%	MET	MET 97.50%
English Language Learners	*	*	*	*

Student Performance: Mathematics 8th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 97.85%	MET	MET 98.89%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 98.31%	MET	MET 98.83%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 98.31%	MET	MET 97.06%
Special Education Students	MET	MET 97.22%	MET	MET 95.00%
English Language Learners	*	*	*	*

Student Performance: Writing 8th Grade

Grade	Percent of Broken Bow Students Taking Assessment	Statewide Average Students Meeting or Exceeding Standards	Broken Bow Students Meeting or Exceeding Standards
8	98.33%	90.15%	89.83%

Student Performance: Reading 11th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 95.52%	MET	MET 98.36%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 95.52%	MET	MET 98.33%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*

Student Performance: Mathematics 11th Grade

Student Groups	2005-2006		2006-2007	
	Performance	Participation	Performance	Participation
All Students	MET	MET 97.01%	MET	MET 96.72%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 97.01%	MET	MET 96.67%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*

Student Performance: Writing 11th Grade

Grade	Percent of Broken Bow Students Taking Assessment	Statewide Average Students Meeting or Exceeding Standards	Broken Bow Students Meeting or Exceeding Standards
11	96.83%	91.04%	100%

PART IV
BROKEN BOW CLASS OF 2007
Exit Survey Results
From 65 Students

Survey Questions

1. What areas do you plan to pursue after high school?

Graduates to attend 4-year school	42 or 64.6%
Graduates to attend 2-year school	16 or 24.6%
Voc/Tech School	4 or 6.2%
Work Full Time	5 or 7.7%
Work Part Time	13 or 20.0%
Apprenticeship	0
Military	2 or 3.1%
Other	1 or 1.5%

(Percentage may exceed 100% as seniors can mark multiple responses)

2. Were school counselors helpful in the selection of a path to follow after graduation?
 YES = 84.6% NO = 15.4%
3. Did school make learning exciting and encourage you to continue your education?
 YES = 73.8% NO = 26.2%
4. Were enough elective classes offered for you to explore different career opportunities?
 YES = 53.8% NO = 46.2%
5. Would you recommend Broken Bow High School to others?
 YES = 83.1% NO = 16.9%
6. Do you feel the community supported BBHS as a quality school?
 YES = 96.9% NO = 3.1%
7. Did you have a positive learning experience at Broken Bow High School?
 YES = 87.7% NO = 10.8% No Response = 1.5%
8. Did your teachers generally hold high standards and demand quality work?
 Excellent = 21.5% Good = 50.8%
 Average = 24.6% Below Average = 0%
 Needs Improvement = 1.5% No Response = 1.5%
9. Do you feel Broken Bow High School provided a safe and drug free environment?
 Excellent = 44.6% Good = 36.9%
 Average = 15.4% Below Average = 0%
 Needs Improvement = 3.1%

10. Do you feel fully prepared for the transition to college or the workplace?
 Excellent = 35.4% Good = 47.7%
 Average = 10.8% Below Average = 4.6%
 Needs Improvement = 1.5%
11. Did Broken Bow High School provide you a strong foundation in the use of technology?
 Excellent = 12.3% Good = 53.8%
 Average = 24.6% Below Average = 6.2%
 Needs Improvement = 3.1%
12. Were core classes meaningful and meet an educational need for your future?
 Excellent = 24.6% Good = 40%
 Average = 27.7% Below Average = 6.2%
 Needs Improvement = 1.5%
13. Do you feel Broken Bow High School offered challenging courses?
 Excellent = 21.5% Good = 50.8%
 Average = 16.9% Below Average = 7.7%
 Needs Improvement = 3.1%
14. Overall, how well did the staff care about you?
 Excellent = 36.9% Good = 35.4%
 Average = 18.5% Below Average = 6.2%
 Needs Improvement = 1.5% No Response = 1.5%
15. Were the administrators and office staff helpful when needed?
 Excellent = 41.5% Good = 41.5%
 Average = 12.3% Below Average = 4.6%
16. Were the expectations for the student conduct appropriate?
 Excellent = 36.9 % Good = 46.2%
 Average = 12.3% Below Average = 0%
 Needs Improvement – 4.6%