

# EDUCATION

## with a WORLD VIEW

The Davenport Community Schools offers a diverse, cosmopolitan learning environment for our students. All students benefit from vibrant multi-cultural programming and Solution Focus planning that embraces the individual personalities of children and young adults. The resources allowed a large student population, and a dedication to community collaboration, provide for a sophisticated network of support services to address the needs of all learners in our district.

### Profile of District Students

ENROLLMENT (TOTAL IN DISTRICT)	16,377
Euro-American	67.6%
African American	16.8%
Asian	2.5%
Hispanic	7.0%
Native American	1.1%
Bi-Racial	5.0%

SOCIOECONOMIC STATUS	
Students receiving free & reduced price meals	48.7%
Title I Students (disadvantaged based on socioeconomic needs)	17.3%

SPECIAL NEEDS STUDENTS	
Special Education Students	9.4%
English Language Learners	2.0%

Visit our Web Site

[www.davenportschools.org](http://www.davenportschools.org)



This report is made possible by a grant from the Riverboat Development Authority.

## ITBS/ITED CLOSING THE ACHIEVEMENT GAP

We are working to decrease the achievement gap in ITBS/ITED percent proficiency scores between targeted groups of students and the general student population. Specialized programs and focused teaching efforts throughout the district are helping these students build the skills they need to perform better in the areas of reading, math and science.

### ITBS/ITED CHANGE IN GAP – READING

4th Grade	African American	0.84%
	Hispanic/Latino	3.92%
	Low Socio-Economic	-0.69%
8th Grade	African American	3.90%
	Hispanic/Latino	8.77%
	Low Socio-Economic	-0.52%
11th Grade	African American	0.93%
	Hispanic/Latino	12.20%
	Low Socio-Economic	0.91%

### ITBS/ITED CHANGE IN GAP – MATHEMATICS

4th Grade	African American	-3.30%
	Hispanic/Latino	-13.69%
	Low Socio-Economic	-4.41%
8th Grade	African American	1.29%
	Hispanic/Latino	-2.58%
	Low Socio-Economic	0.28%
11th Grade	African American	-1.27%
	Hispanic/Latino	11.82%
	Low Socio-Economic	-1.28%

### ITBS/ITED CHANGE IN GAP – SCIENCE

4th Grade	African American	3.78%
	Hispanic/Latino	-4.53%
	Low Socio-Economic	-2.10%
8th Grade	African American	-6.55%
	Hispanic/Latino	2.29%
	Low Socio-Economic	-8.87%
11th Grade	African American	-2.86%
	Hispanic/Latino	2.29%
	Low Socio-Economic	-2.99%

For 4th grade African Americans, a reduction of 3.30% in the gap occurred in math. A large reduction of 13.69% occurred for 4th grade Hispanic/Latinos in Math, as well as a reduction of 4.58% in Science. Low Socio-Economic students saw reductions in the gap in all three content areas assessed. Among the subject areas, the reduction in the gap was most consistent in 4th grade Math. Among the subgroups, the reduction in the gap was most consistent among Low Socio-Economic students. The largest reduction in the gap was almost double the goal at -13.69%, achieved for 4th grade Hispanic/Latino students in Math.



## Report to the Community

### Our Vision for a World Class Education

#### High Academic Standards

**GOAL:** The percentages of 4th, 8th and 11th grade students scoring in the proficient category on the ITBS/ITED (Iowa Test of Basic Skills/Iowa Tests of Education Development) in reading, math and science will increase in accordance with *No Child Left Behind* criteria. In addition, the achievement gap between the general student population and targeted subgroups will continue to decrease.

#### Early Childhood Learning

**GOAL:** The district will focus on early intervention, focusing readiness and skill building efforts with preschool through third grade students – with special emphasis on reading proficiency.

#### Workforce Readiness

**GOAL:** Senior high students will work to identify potential career pathways, including opportunities for post-secondary education and other training and progress toward a 90% graduation rate.

#### Caring Learning Environment

**GOAL:** We will provide a secure and caring learning environment for our students that offers an extensive curriculum with a wide diversity of course offerings and enrichment activities, as well as supporting personal and social behaviors that help students interact positively and reach their full potential.

### Superintendent's Message

As superintendent of the Davenport Community Schools, I see the benefits of attending a large public school system – every day in every classroom. Ours is a resource rich school system with a wide variety of curricular choices for students. This quality programming attracts dedicated students, high-quality faculty and dynamic community partnerships that, in turn, enrich the educational experience for all students.

Being “big” truly allows the Davenport Community Schools to “think big.” We have a vision for the role of public education in the Davenport community. Vital partnerships with local businesses and community agencies, including the Go Davenport campaign, allow our district to not only carry out our mission to serve students, but to serve the economic vitality and quality of life in our community. Through these partnerships and our focus on high academic standards, our students learn to “think big,” too. Exposed to a wide range of cultures through curriculum, school activities and their own classmates, our students can see themselves in a global context. A focus on technology in all secondary schools and required career plans for every graduating senior, means our students are ready to meet the demands of the global market place.

Thank you for your support and participation in the Davenport Community Schools. Together, we can serve the needs of Davenport youth and promote our community as a great place to raise a family.

James Blanche, PhD. SUPERINTENDENT

### Board of Education

Susan Lowe, PRESIDENT	Alan Guard, VICE PRESIDENT
Richard Clewell	Timothy Tupper
Nikki DeFauw	Patt Zamora
Larry Roberson	

### Mission Statement

To enhance each student's abilities by providing a quality education enriched by our diverse community.



## District Resources

The Davenport Community Schools is "resource-rich," blending student and family-centered programs with a wide range of curricular offerings to create a customized learning environment for all students. Our 30 schools are guided by articulated grade-level benchmarks to ensure that students are learning the skills they will need for success in life, and our instructional staff is committed to helping students achieve high academic goals. We recognize the value of small class sizes, new technology, state-of-the-art facilities and expanded course options in preparing our students for a positive and productive future.

## District At A Glance

AVERAGE CLASS SIZE	
K through 1st Grade	20
2nd Grade through 3rd Grade	20
4th Grade through 6th Grade	22

DISTRICT FACILITIES	
Early Childhood Center	1
Total Elementary Schools	19
Elementaries with Preschools	7
Intermediate	6
Senior High	3
Alternative Education Center	1
Athletic Stadium	1

TOTAL INSTRUCTIONAL STAFF/TEACHERS	1,280
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EDUCATIONAL LEVELS OF TEACHERS		
BA - 317	BA +15 - 320	MA +30 -231
MA - 260	MA +15 - 125	
PhD or Eds - 18		

## Investing in Education

During 2002-2003, the Davenport Community Schools devoted \$95,990,172 to our instructional budget - investing in new technology, new textbooks and teaching materials, staff development and student-focused learning resources.

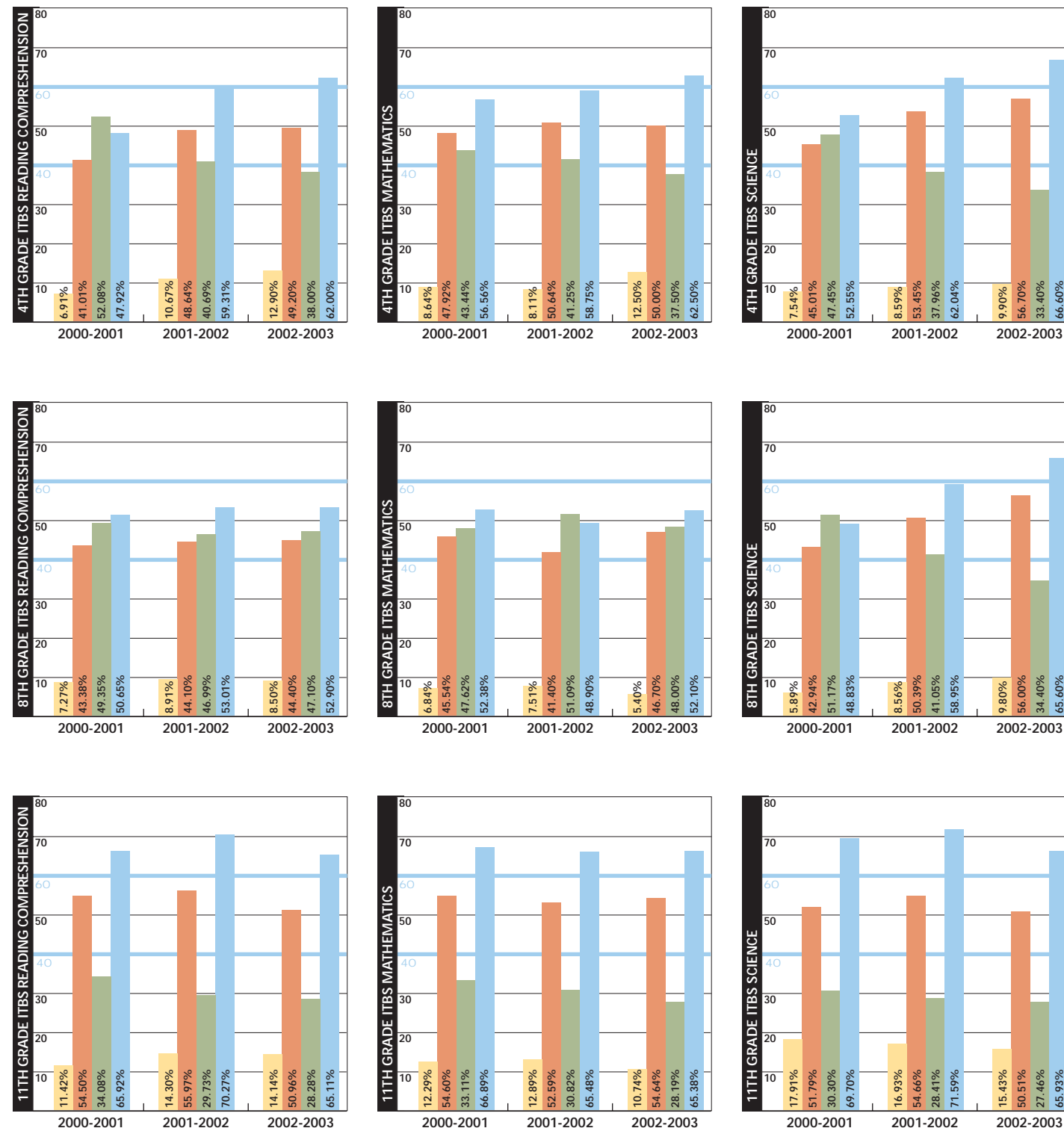
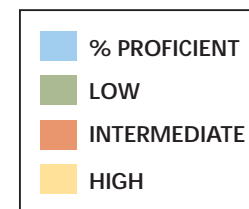
In addition to our high quality teaching staff, the most tangible improvements to the learning environment have been through the voter-approved, one-cent sales tax, allowing \$98 million in major renovation projects during the past five years. Improvements included expanded learning environments; school and community collaborations; technology upgrades; and energy-efficient building updates.

As the third largest school district in the state and with a history that spans almost 150 years, our commitment to providing a quality education continues to have a significant impact on our students and the communities we serve.

## ACHIEVEMENT LEVELS & PROFICIENCY

The Davenport Community Schools uses the Iowa Tests of Basic Skills (ITBS) for grades 3-8 and the Iowa Tests of Educational Development (ITED) for grades 9-11 as a measure of academic achievement. Proficiency levels are used to report results on these assessments and are based on national percentile scores.

Students scoring at or above 40% are considered proficient. The national average is 60%.



Under the current legislation, these test scores are higher stakes than ever. The Davenport Community Schools is responding by heightening awareness and emphasis on testing in the community and making these scores more relevant for our students and parents. Test scores from the 2003-2004 academic year will be available this Spring.

## STUDENTS ARE REACHING HIGH GOALS

### 1. Early Intervention Goals:

Special focus on developing reading and math proficiency, especially with preschool to third grade students, is resulting in significant progress in reading and math readiness as well as meeting the district's goal regarding third grade students reading at or beyond their grade level by the end of third grade.

#### PRIMARY ASSESSED LEARNING (MATHEMATICS)

Kindergarten	96.84% proficient
1st Grade	79.61% proficient
2nd Grade	85.54% proficient

#### OBSERVATION STUDY (READING READINESS)

Kindergarten	90.60% proficient
1st Grade	82.50% proficient

#### DEVELOPMENTAL READING ASSESSMENT

2nd Grade	85.60% proficient
3rd Grade	88.20% proficient

### 2. Enrollment in the Talented and Gifted Program:

The Davenport Community Schools offers a Talented and Gifted Program for students who demonstrate outstanding abilities or potential in the areas of general intellectual ability or specific ability aptitude. Through an integrated approach, regular classroom teachers and Talented and Gifted Facilitators work together to provide varied opportunities to these students to extend their learning and help them reach their full potential.

597	Elementary
855	Intermediate & Senior

### 3. Students are taking challenging coursework:

Davenport Community Schools offers a wide range of electives and advanced placement classes throughout the district. Instruction for vocal music and the visual arts begins in the elementary grades. Courses in business education, foreign language, computer education, consumer sciences and industrial technology become part of the curriculum in the intermediate grades. Advanced learning opportunities for students in high school include additional foreign languages, school-to-work programming, college credit classes, and the creative arts. Advanced placement courses are available in the areas of calculus, biology, chemistry and English. At the high school level there are 17 courses in Math to choose from, 22 in Science, 19 in Social Studies and 20 in Business Education. This combines with a wide array of creative arts classes and other electives to create a well-rounded, challenging plan of study for our students.

### 4. Academic Scholarship:

In a graduating class of 991 students, 416 scholarships and awards were presented to seniors last year, totaling more than \$3 million, including a number of scholarships coordinated by the Davenport Schools Foundation. In addition to academic awards, hundreds of students were recognized for their outstanding achievement in athletics, the creative arts, community volunteerism and leadership.