

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 31 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.

Quality Instructional Staff

Our instructional staff is committed to helping students achieve high academic goals. Understanding that a guaranteed and viable curriculum is key to student success, the district devotes time and resources to providing professional development for our teaching staff. This means constantly reviewing the latest literature for scientifically based instructional practices and linking that information with the unique learning styles of students to create dynamic classrooms that support each student's special needs. Our teaching staff also works closely with each other, creating professional learning communities that provide opportunities for collegiality and group discussions about "best practices" and the specific needs of individual students. These collaborative teams provide on-going opportunities to learn and to receive feedback. They also support an overall environment within the school that not only supports academic achievement, but also contributes to an atmosphere in which students feel safe, supported and informed about day-to-day expectations and activities.



Investing in Education

District resources continue to be allocated to support student learning. The district's \$91 million instructional budget stays focused on new teaching materials and technology for student learning. All of this combines with research-based instructional methods and a viable curriculum to create a positive atmosphere for learning. New library media centers in many of our buildings, the latest learning software, on-line teaching tools, and improved networking infrastructures put world-wide resources in the hands of our students. Effective management of the voter-approved one cent sales tax led to investments of \$6.8 million in major facility improvements in a number of buildings throughout the district, bringing our 5 year total to more than \$98 million.

One of the most exciting projects of the year was the work toward opening a new early childhood center – the Children's Village West – in a former grocery store on West Locust in Davenport. This new facility will eventually house up to 250 students in an environment designed especially for pre-K children. This program is modeled after the Children's Village at Hoover which won a FINE (First in the National in Education) award in May of 2004. A third center, the Children's Village at Hayes, expanded to include infants.



Connecting to the Community

The Davenport Community Schools is committed to the on-going growth of a world-class education program as we foster the development of tomorrow's leaders. We invite you to share our vision for success for our students throughout their lives. Here's how you can get involved in supporting teaching and learning in the Davenport Community Schools ...

As a Parent

- Set high expectations for your child regarding academic achievement. Show them that you value education.
- Have a positive attitude about learning. Support your student's efforts –including help with homework, making time for talking about school-related issues, providing opportunities for learning outside of school, encouraging reading and good study habits.
- Connect with your student's teacher. Attend open house and conferences, call or meet with the teacher if you have questions or concerns. Know what your child is learning in school.
- Get involved with your student's school. Join the PTA or other parent-based groups, volunteer for special events or provide time for tutoring or other school-based activities. Be a "cheerleader" for your school.

As a Business

- The correlation between an educated workforce and our community's economic vitality is unquestioned. Supporting public education and what's good for school is also good for business.
- Provide opportunities for school-to-work learning, giving kids the chance to experience your industry first-hand. We have staff members who can help you devise learning programs so they link directly with the classroom experience.
- Participate in career planning days offered at all grade levels in our district. This can help students start to plan how they will develop the skills they will need to succeed in the future world of work.
- Volunteer your time at school to help with tutoring or other special activities ... or have your business "adopt a school" and help with donations of both time and funding for needed resources.

As a Community Member

- Get out and see what great things our students are doing! Attend a band concert or musical. Go to an athletic event and cheer on the team. Visit our website at www.davenportschools.org and click on Showcase – you'll be amazed at what's happening in our schools!
- Look for opportunities to support the students you know. You might have a grandchild, neighbor, niece or nephew who could use your help with a special project or school activity.
- Volunteer! We are always looking for caring individuals to work with our students on their special learning needs.
- Learn about the legislative issues and policies affecting public education. Take the time to attend a forum or join the district's listserve by visiting our website.
- Consider contributing to scholarship funds, donate to programs like First Class for school supplies, Coats for Kids, or work with the Davenport Schools Foundation.
- Spread the good news about our schools!



DAVENPORT COMMUNITY SCHOOLS

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Visit our Web Site www.davenportschools.org

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



DAVENPORT COMMUNITY SCHOOLS

Report to the Community 2004

Our Vision for a World Class Education

The Davenport Community Schools uses many sources to help shape the district learning goals. Input is sought from our staff, parents and the community regarding expectations and the skills needed for future success via the Local School Improvement Advisory Committee, an 80-member group that meets regularly throughout the school year. The district also considers the latest scientifically-based research regarding learning styles and effective instructional practices. This combination of resources and information led to the development of four key learning goals for the 2003-2004 academic year.

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.

Mission Statement

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

Superintendent's Message

As your newly appointed interim superintendent, I am looking forward to working with our staff, parents, students and the community in continuing to set and meet high standards for achievement within our district.

Having high expectations is nothing new for this district. Our school board and staff are committed to supporting quality teaching and learning, and will focus on continuing to improve our programs and services for every student we serve.

- We are accomplishing continuous improvement in our student achievement in many areas and at a variety of grade levels within our schools.
- In areas where we are not experiencing enough growth according to targets set for NCLB, we have specific district and individual school plans in place to address improved student achievement.
- Our depth and variety of quality curriculum allows us to support students as they prepare for the future – giving them options to experience many possible post-secondary and career choices.
- Through partnerships with local businesses and community agencies, we are working to provide our students with connections to meaningful school-to-work opportunities.
- Our supportive classroom environments allow students to celebrate their diversity while they learn about different cultures and the world around them.

We need the involvement of the entire community to meet these challenges. I encourage you to come in and see what our teachers are teaching and our students are learning.

Norbert Schuerman, SUPERINTENDENT

EDUCATION

with a WORLD VIEW

We celebrate the diversity of our students and our community. The blend of cultures, social and ethnic backgrounds creates a dynamic learning environment and helps prepare our students to contribute as citizens of a multi-cultural and international community. We also recognize the unique qualities of each individual student – providing a wide range of course offerings, supportive programming for special needs students, collaborative opportunities with area businesses and organizations, and academic challenges for all learners. All of our schools also offer additional opportunities that appeal to a variety of student interests beyond the traditional classroom. Our schools provide a range of sports, clubs, activities, creative and performing arts, and opportunities for student leadership.

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%

ENROLLMENT IN TALENTED AND GIFTED PROGRAM	
Elementary	649
Intermediate and Secondary	738

GRADUATION STATISTICS	
Number of Graduates	999
Graduation Rate	86.3%
Percentage of Graduating Seniors Intending to Pursue Post-Secondary Education	77.7%

Students are Reaching High Goals

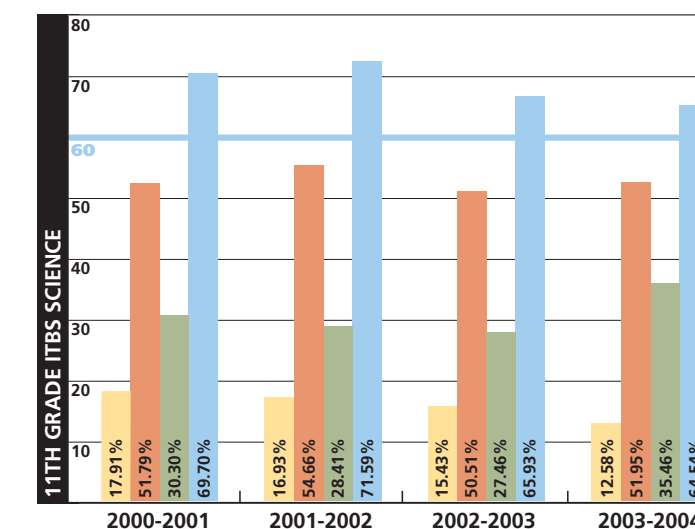
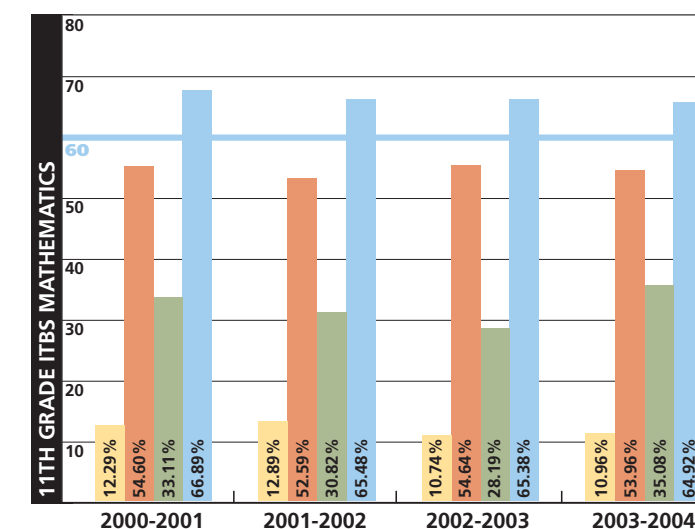
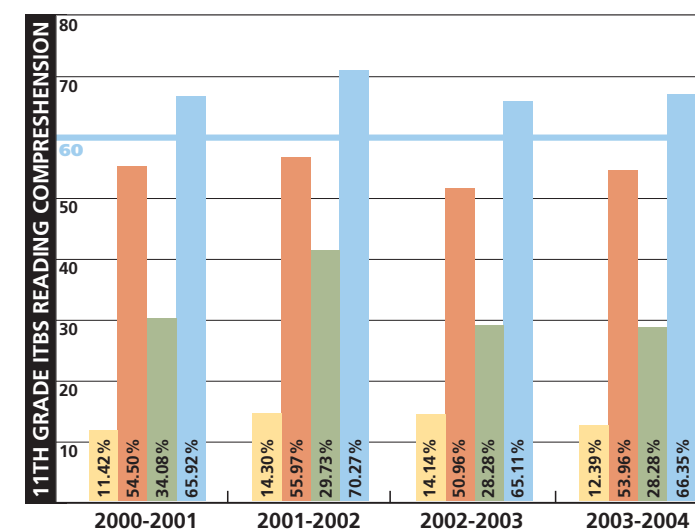
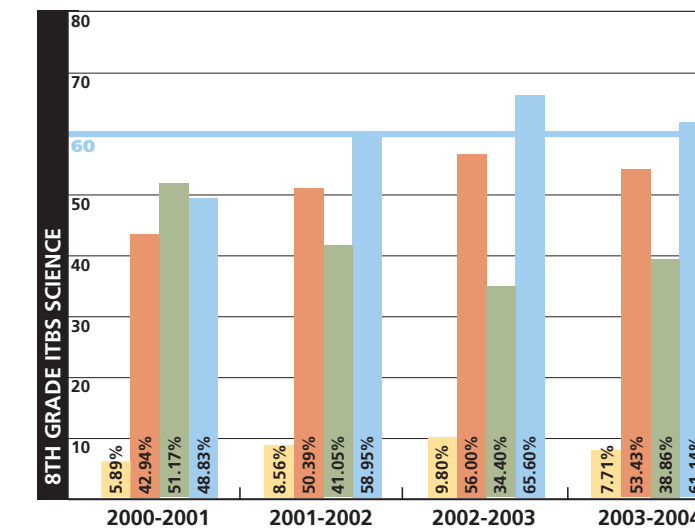
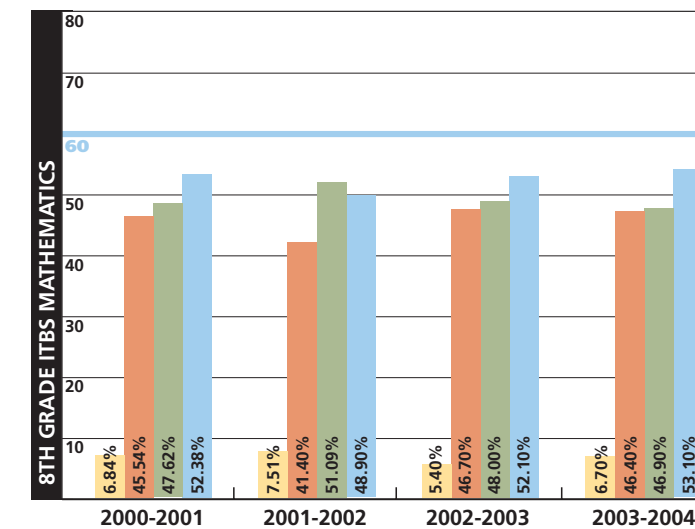
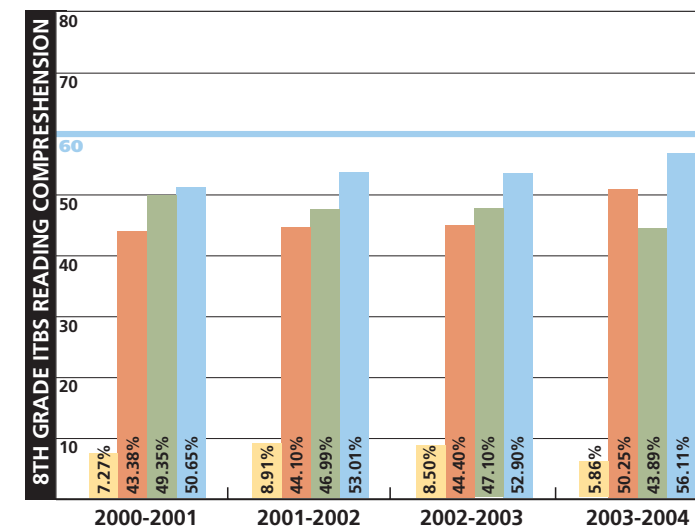
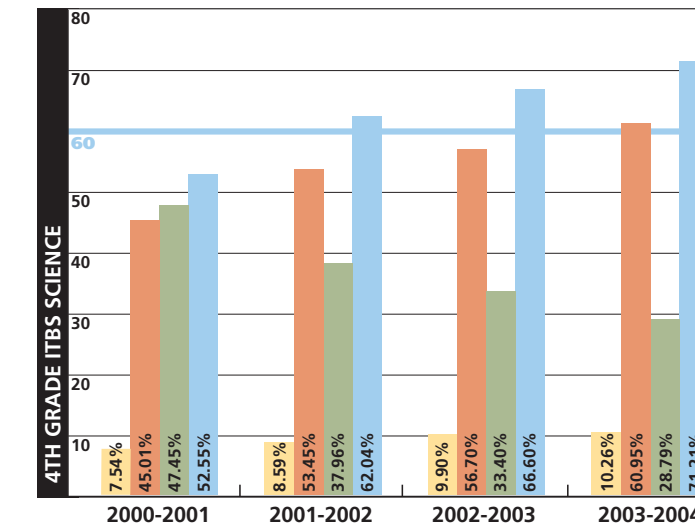
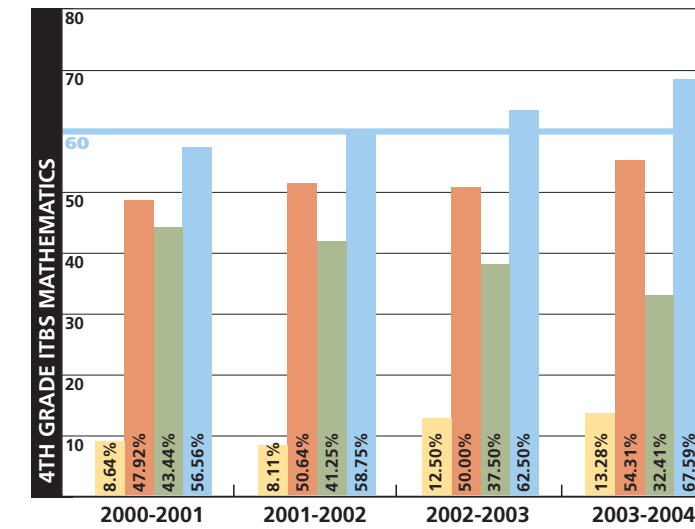
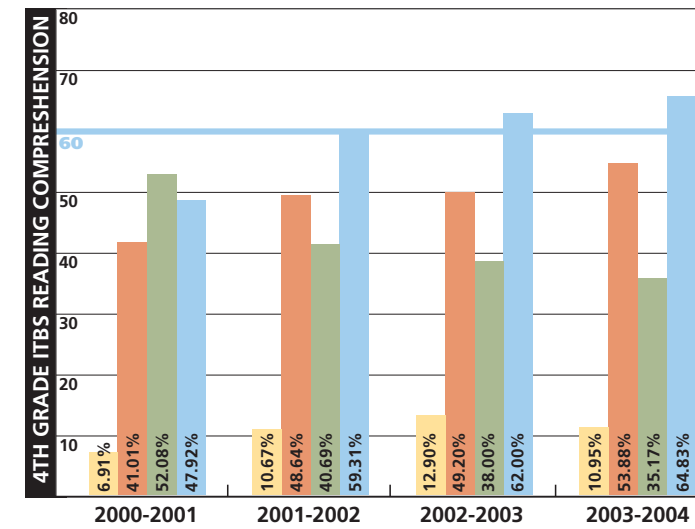
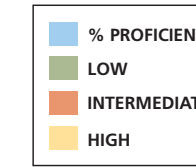
The Davenport Community Schools is a place filled with exceptional educational opportunities ... an environment where young people are challenged to learn, grow and reach their full potential. We understand that one of our major responsibilities is preparing students for success after high school graduation. Unique opportunities to develop special interests and enhance the "skills for life" are offered to students at every grade level. The district continues to see increasing enrollment in its Gifted and Talented program, as well as a growing number of students in advanced placement classes throughout the district. Integrative technology, innovative program design and flexible course offerings allow students to appreciate their own potential, explore career options and develop the skills and mind-set it will take to be successful, productive adults. New tech labs at the intermediate and secondary levels give students the opportunity for daily hands-on learning, as does the district's School-to-Work and other Industrial Tech and job shadowing programs.



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. These tests are the district's accountability measure for No Child Left Behind (NCLB) requirements. We continue to see good progress with our 4th grade students, but face challenges with our 8th and 11th grade students. Additional programs have been put into place to provide more support for students at these levels. We hope to see improvement in the coming year.

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



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	-6.26%
	Hispanic/Latino	+6.02%
	Low Socio-Economic	+1.22%
8th Grade	African American	-1.47%
	Hispanic/Latino	-13.42%
	Low Socio-Economic	-0.58%
11th Grade	African American	+3.75%
	Hispanic/Latino	-1.33%
	Low Socio-Economic	+3.66%

ITBS/ITED CHANGE IN GAP – MATHEMATICS		
4th Grade	African American	+5.35%
	Hispanic/Latino	+12.70%
	Low Socio-Economic	+5.23%
8th Grade	African American	+3.75%
	Hispanic/Latino	-3.51%
	Low Socio-Economic	+0.58%
11th Grade	African American	+5.09%
	Hispanic/Latino	-5.11%
	Low Socio-Economic	+28.14%

ITBS/ITED CHANGE IN GAP – SCIENCE		
4th Grade	African American	-2.83%
	Hispanic/Latino	+9.88%
	Low Socio-Economic	+2.17%
8th Grade	African American	+2.78%
	Hispanic/Latino	-0.23%
	Low Socio-Economic	-1.53%
11th Grade	African American	+13.59%
	Hispanic/Latino	-1.13%
	Low Socio-Economic	+29.76%

For 4th and 8th grade African Americans, we continued to see a reduction in the gap in reading, and 4th grade African Americans also saw continued improvement in a number of grade levels and targeted academic areas (most notably in 8th grade reading and 8th and 11th grade math). After two years of making good progress, students in the Low Socio-Economic target group did not post continued gains this year. New learning tools and instructional practices are being developed to focus on continuing to close these achievement gaps.