



## **Executive Summary**

**Scribner-Snyder Community School**

**Scribner-Snyder Community Schools**

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Scribner-Snyder Community Schools is located in the city of Scribner, in Northeast Nebraska. The Scribner-Snyder Community School District, placed in the center of a largely agricultural area, implemented changes in their schools in 2007. Scribner-Snyder Elementary changed from a two-attendance center to one site serving all of the grade school students in the district.

Committed professional teachers, parents and students have worked together to provide our students many opportunities. Our motto is "Small School, Big Education." In an effort to continue fulfillment of this goal, we have carefully considered the implementation of a school-wide initiative. We are committed to creating and maintaining a positive learning environment for each of our students so that they can experience success and be challenged along their way of becoming successful life-long learners. To achieve this, our community realizes the importance of communication, teamwork, and shared responsibilities. The school, community and families working together to provide for our students.

We have examined student performance data and continually monitor and evaluate the effectiveness of our programs. Our highly qualified staff of certified professionals and paraprofessionals have excelled in their level of training. Their commitment and dedication, including continual training, have led us to implement ways to meet the needs of struggling students. Small class sizes allow the teacher-student low ratio to provide for students at risk. Data evaluation shows that sixty-two percent of our students qualify for free or reduced meals and twenty-eight percent of our enrolled student population (Pre K-12) receives Special Education services. The Scribner-Snyder District is almost exclusively Caucasian (White, Non-Hispanic) with less than eight percent of our students being Hispanic, American Indian, or Black. However, we anticipate that the racial/ethnic makeup of our community will become more diverse. We strive to match our instruction to the changing needs of our student population and provide quality programs especially in the areas of reading and math.

### **OUR COMMUNITY**

Scribner-Snyder Community Schools is located in Dodge County and encompasses the area around the communities of both Scribner and Snyder in Nebraska. The district lies along highway 275 and 91. The two communities are 8 miles apart and Scribner is 20 miles north of Fremont.

The district is a reorganized district. Scribner-Snyder Community Schools became a consolidated district in 1987.

### **OUR POPULATION**

Dodge County had a population of 36,691 in 2010. This is an 1.5% increase from the 2000 census. Dodge County covers 528.71 square miles. (2010, U.S. Census Bureau).

### **AGE RANGES IN DODGE COUNTY**

23.9% of the total population in Dodge County is under the age of 18. 18.4% of the total population of Dodge County is age 65 or older. (2010, U.S. Census Bureau).

### **RACIAL COMPOSITION OF DODGE COUNTY**

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Dodge County has a small variation in its cultural diversity. Census data indicates that 90.9% of the population is white, 10.1% is Hispanic, .6% is Black, .5% is Asian, and .5% is American Indian. Some of the percentages indicate race alone or in combination with other races. (2010, U.S. Census Bureau).

### EDUCATION BACKGROUND OF DODGE COUNTY RESIDENTS

Dodge County is an agricultural community. 84.8% of persons 25 years or older are graduates of high school, which is lower than the Nebraska state average of 90%. However, 17.3% of the county population has some type of college degree. This is also lower than the state average of 27.7%. (2010, U.S. Census Bureau).

### HOUSEHOLD INCOME IN DODGE COUNTY

Home ownership percentages are lower in Dodge County than in the state of Nebraska, The median household income is lower than state average. The median household income in Dodge County is \$42,849, while average household income in the state of Nebraska is \$49,342 (2010, U.S. Census Bureau).

### SCHOOL ENROLLMENT

While maintaining relatively stable enrollment the last couple years, the last ten years has a marked decline in the Scribner-Snyder student population. The current PreK-12 student population is 220 students. The average class size is approximately 16 students. Which provides a teaching ratio of approximately 1:8. (Nebraska Department of Education).

### STUDENT ATTENDANCE

One of the successes of the Scribner-Snyder Community School is the attendance rate of its students. Scribner-Snyder Community students have outpaced the state average for attendance with near-perfect attendance rates. (Nebraska Department of Education).

### FREE AND REDUCED LUNCH

In recent years, the number of Scribner-Snyder Community School students who have been eligible for free and reduced price lunches has outpaced the state average, with a rate as high as nearly 62% in the 2016-17 school year. (Nebraska Department of Education).

The student mobility for Scribner-Snyder Community Schools is unusually high for a district of our size and above the state average. District Mobility rate is 15.87% (NDE).

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission statement is developed through the Scribner-Snyder Community Schools' improvement plan which involves representatives from school, community, and parents. These are stakeholders who help develop both vision and goals. The plan, vision, and goals are reviewed and revised annually to fit the system needs as identified through assessment data and professional teacher judgement, along with input from patrons and our board of education. From these goals and visions developed by the said stakeholders, major decisions can be made including but not limited to academic and financial.

Scribner-Snyder Community Schools mission: Small School, Big Education.

Scribner-Snyder Community Schools vision is to promote a school community focused on students, excellence, and innovation.

Beliefs:

We believe every student has the ability to learn and succeed.

We believe every student should be treated with respect.

We believe every student shares a responsibility with his/her learning.

We believe the school will utilize technologies to enhance and expand the traditional role of education.

We believe the school should provide a safe and secure environment.

SSCS: translates to the following "Buzz Words" Successful, Strength of Character, Community Oriented, Self-confident

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In the fall of 2010, the communities of Scribner and Snyder fought a proposed school merger with West Point-Beemer (a neighboring school). The school boards at the time voted to pursue a merger of the two districts. Citizens of the communities of Scribner and Snyder formed committees to save the school. In November of 2010, three new board members were voted into service and seated in January. The new board vote 5 to 1 to not merge the schools. It went as far, as to go to the state education committee, which stopped the planned merger. The Committee for the Reorganization of School Districts voted 4-1 against the merger plan. This whole issue has splintered the community in many ways.

The 2011-2012 school year brought many changes to the district. Great strides have been made in all areas. In January of 2012, the Scribner-Snyder Community School Board of Education passed a resolution to take a bond vote to the people in March to address fire code and safety issues in the 1923 school building. This bond vote failed. With the failing of the bond, other avenues were explored. The school had fire code orders that had to be resolved or have the building condemned. The decision was to remodel an existing building and build a six classroom building with a lease purchase agreement. With the implementation of this plan, more drama occurred in the district. A concerned group of taxpayers brought a lawsuit against the school, saying that a lease -purchase was not legal. The lawsuit went all the way to the Nebraska Supreme Court. The school district prevailed. Since there was no cease and desist order with the lawsuit, building continued. In August of 2013 we moved out of the 1923 building. It is no longer in use for students.

2015-2016 school year brought about strategic planning that included all stakeholders (Board of Education, Staff, Parents, and Community).

Scribner-Snyder Strategic Plan Framework

Priority I: Academics

Objective: To progress learning opportunities to support rigorous and effective curriculum and improved test scores.

Priority II: District Culture

Objective: Develop and grow a supportive and thriving culture through district relations with the business communities, patrons, and parents.

Priority III: District Learning Facilities and Grounds

Objective: Maintain and improve district learning facilities and grounds to support curriculum and enrollment.

Scribner-Snyder was also recognized by the Nebraska Rural Community School Association for Closing the Achievement Gap in Math and Reading.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

In the fall of 2013, the Scribner-Snyder Community School district faced a lawsuit concerning the lease-purchase agreement involving financing of updating existing buildings and addition of the new classroom building. The lawsuit continued for over a year and was taken up to the Nebraska Supreme Court. The courts ruled in favor of the school. Decisions concerning future facility issues (e.g. activity practice facilities, demolition of the old high school building, and addressing new security requirements) have to be made in a way that does not cause division among patrons yet serve the needs of the student population.

The school continually faces challenges with communication with parents and community members. Parental expectations of the school have not evolved with current situations of small schools and have forced the school to change the way that information is shared. Volunteerism from the community is lower than ever and affects not only the quality of skills being taught to our young athletes, but our sense of community with young parents and families. This in turn leads to the next challenge.

Additionally, SSCS has and currently faces pressures from patrons concerning cooperative sports with local schools. Lack of extra-curricular participation from current students has affected decisions concerning cooping. There is continual evaluation by the district as to the reasoning behind the trend and ways to change it. Lack of participation and pressure from stakeholders concerning cooping has led to more option enrollments and changed the dynamics of extra-curricular activities within the school.

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