



# Palmer Public School



Dr. Joel Bohlken, Superintendent  
Sherise Loeffelbein, PK-6 Principal  
Greg Morris, 7-12 Principal  
Rob Wegner, Activities Director

PO Box 248, Palmer, Nebraska 68864  
Phone 308-894-3065

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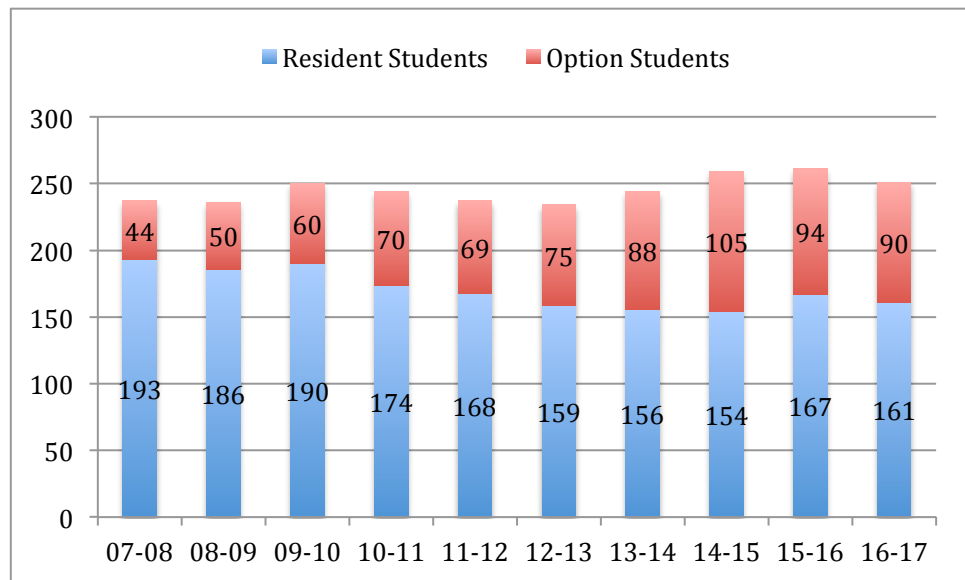
## 2017 REPORT TO THE PUBLIC

Following are some statistics and information about Palmer Public School. This report to the public is outlined in district policy and its content is prescribed in Title 92, Nebraska Administrative Code, Chapter 10 (Rule 10); *Nebraska Rules and Regulations* governing the operation of schools. Much of the information contained relates to the 2016-17 School Year with information regarding prior years for purposes of comparison.

### ENROLLMENT HISTORY

With regard to school finance, no factor applies greater influence than student enrollment, affecting state aid, per-pupil expenditure statistics, and staffing determinations. The chart below shows numbers of Resident students and Option students enrolled at Palmer, K-12, over the past 10 years. The enrollment count of K-12 students has fluctuated moderately during the past ten years, with a slightly upward trend.

During the ten-year period portrayed in the chart, the enrollment count of resident students has decreased by slightly over 16% while the option student enrollment count has doubled, resulting in an overall increase in enrollment of nearly 6%. The **percentage** of the total student population who are Enrollment Option students has nearly



doubled during this time period from 19% of the students enrolled in 2007 to 36% in 2016. The increase of Option Enrollment students has mitigated what would otherwise be a significant overall decrease in student enrollment. While districts of comparable size and makeup have endured large decreases in enrollment, Palmer Public School has maintained its overall student enrollment the past several years.

## ENROLLMENT

The table on the right shows the enrollment by grade for the 2016-17 school year. In grades K-12, there are an average of 19.3 students per grade. With two class sections of preschool and two sections of 2<sup>nd</sup> grade, the average class size in the elementary is 15 students. Including paraprofessionals, there are 10.7 elementary students per staff member. Palmer's low student to teacher ratio allows us to provide every student with individualized attention and support.

Grade	Students Enrolled 2016-17	Grade	Students Enrolled 2016-17
PreK	35	7th	26
Kdg	16	8th	27
1st	14	9th	24
2nd	23	10th	21
3rd	15	11th	19
4th	15	12th	19
5th	14		
6th	18		
Elementary Total	150	Secondary Total	136
		District Total 286	

## DEMOGRAPHIC COMPARISONS

	Nebraska	Palmer
Free/Reduced Lunch	44.65%	44.76%
English Language Learners	7.28%	0.35%
Special Education Percentage	14.97%	13.55%
School Mobility Rate	11.08%	13.94%
Highly Mobile Students	4.23%	9.33%
Graduation Rate	89.11%	100%
Attendance Rate	94.59%	96.15%
Dropout Rate	1.26%	0.0%

The table on the left compares Palmer to the State on several demographic points. Palmer's rate for students receiving free/reduced lunch remains near the state average, while Palmer's special education and English Language Learners (students whose first language is not English) rates are below the state average.

Any student who enrolls in two or more public schools during an academic year will be considered a highly mobile student. Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once and is divided by the K-12 Fall Membership count taken the last Friday in September. Example: A school building begins the year with 20 students. During the year three students move out and three students move in. The mobility number is six. Example: A school building begins the year with 25 students. During the year five students move out, but one of them returns. The mobility number is five. Palmer had a slightly higher rate of students moving in and out during the 2016-2017 school year than the state average.

Graduation rates are calculated on a cohort basis, which is calculated by dividing the number of students entering 9<sup>th</sup> grade by the number of students who graduate within four years (8 semesters). Again, Palmer regularly exceeds the state average in this category, even though having small class sizes means one student could significantly decrease the figure.

Palmer's attendance rate is consistently better than the state average. This is due largely to parental support. School attendance is one of the most important variables in a student's success. This can also effect funding, because a large difference between Average Daily Membership and Average Daily Attendance can adversely affect state aid.

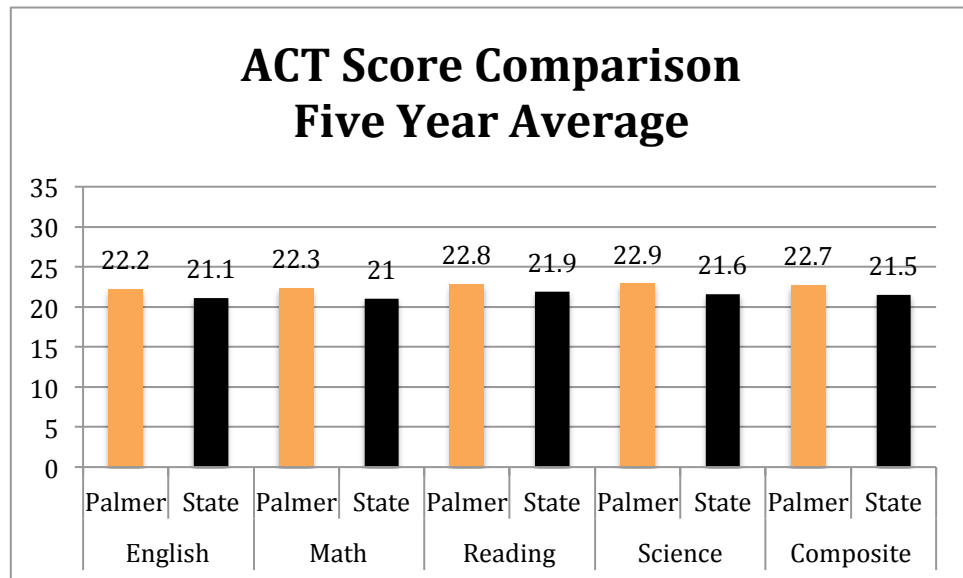
The dropout rate is calculated by dividing the total number of 7th-12th grade students who dropped out by the official fall enrollment for grades 7-12. Palmer has rarely had a student included in this statistic.

## STUDENT ACADEMIC PERFORMANCE

Much of the testing information that follows can be found for Palmer Public Schools, and for any school in the state, at <http://www.education.ne.gov/>.

### ACT Test Results:

The graph at right shows a five-year average performance history for Palmer Seniors on the ACT with comparative data for the entire state. The ACT is a curriculum-based achievement test made up of four separate exams in English, reading, mathematics and science. It is scored on a scale of 1 to 36,



with 36 being the highest possible score. ACT scores are accepted at virtually all colleges and universities across the nation. Beginning in 2017, the ACT test is required for all juniors in Nebraska.

**NAI Test Results:** Nebraska school districts are required to administer a nationally standardized test to students in one elementary grade (2-5), one middle school grade (6-8), and one grade in the high school. Districts may select the grade level assessed and the national achievement test used.

The table below shows 2016-17 data from the Northwest Evaluation Assessment Measures of Academic Progress (NWEA/MAP) test. Results portrayed are the average student scores on this National Assessment Instrument (NAI).

### Northwest Evaluation Association or NWEA Average Student Scores

#### Composite Percent Score (0-100%)

	DISTRICT			STATE		
	Composite Percent Score	Reading	Math	Composite Percent Score	Reading	Math
Grade 04	Average Normal Curve Total Score (NCE Range: 1-99)	56%	61%	Average Normal Curve Total Score (NCE Range: 1-99)	59%	56%
Grade 08	Average Normal Curve Total Score (NCE Range: 1-99)	54%	55%	Average Normal Curve Total Score (NCE Range: 1-99)	61%	62%
Grade 11	Average Normal Curve Total Score (NCE Range: 1-99)	67%	74%	Average Normal Curve Total Score (NCE Range: 1-99)	63%	65%

**NeSA Test Results:** The data below are from the Nebraska State Accountability (NeSA) tests, which are given in the spring of each year to students in grades 3 through 8. The fact that results can swing so dramatically from one year to the next demonstrates the problem with basing ratings on a once a year test.

The following table shows the “Percent Proficient” on NeSA English Language Arts (ELA), for students in grades 3, through 8 for 1) All students, 2) Males, 3) Females, 4) Students Eligible for Free and Reduced Meals. Beginning in 2017, 11th grade was tested via the ACT and did not take the NeSA tests. The 2016-2017 NeSA results below include only students in grades 3-8.

NeSA ELA* Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2016-2017	43%	51%	48%	47%	37%	55%	37%	35%

\* 2016-2017 is the first year that the English Language Arts exam was administered.

The NeSA results for Math in the table below show consistent proficiency percentages over the last three years. On the NeSA Math test, Palmer female students outscored males, and, like NeSA ELA, lower income students lagged behind all students. The trend of lower socioeconomic students scoring lower than all students is consistently evident statewide across all subject areas.

NeSA Math Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2014-2015	68%	72%	66%	71%	70%	73%	65%	59%
2015-2016	71%	73%	64%	72%	80%	73%	66%	59%
2016-2017	69%	72%	64%	72%	76%	72%	65%	58%

The NeSA Science tests were given only to students in grades 5 and 8 in 2016-2017. The fact that only two grades were included in these results, as opposed to three grades for the preceding years, could be a factor in the decrease in proficiency compared to the prior year.

NeSA Science Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2014-2015	57%	72%	67%	73%	48%	71%	47%	56%
2015-2016	74%	72%	78%	73%	67%	71%	66%	56%
2016-2017	44%	70%	57%	71%	33%	69%	46%	55%

**AQuESTT Ratings:** Beginning with the 2014-15 school year, the State Board of Education and the Nebraska Department of Education used a new accountability system. The new state system — Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) – classifies schools and districts on state test scores, graduation rates, student participation rates as well as year-to-year improvement and growth.

A school’s raw classification “Status” rating is calculated by averaging the NeSA assessment scores across all available grade levels and subjects. This average is used to classify districts and schools into four rating levels: Excellent (4), Great (3), Good (2), or Needs Improvement (1). A school’s raw classification Status rating can be adjusted up or down depending on a number of other factors (see definitions below). The 2016 Performance Progress Reports, the most recent classification available from NDE, are shown on the following pages.

## FINAL CLASSIFICATION DEFINITIONS

- **Status** is calculated by averaging NeSA assessment scores across all available grade levels and subjects for the current year. This average will earn an initial score of 1, 2, 3, or 4. Some schools with a small number of eligible assessment scores will have their district’s Status score substitute as their school Status score.
- **Improvement** is based on a school/district’s average NeSA assessment scores over the last three years. If there is an upward trend of a certain amount then the raw classification will be increased by one level, regardless of Status.
- **Growth** is based on the percentage of students at a school/district who were present for the full year and showed “growth” on their individual NeSA reading or math scores compared to a year ago (see the “*AQuESTT Classification Rules*” document for full details). If a certain percentage of students show growth, then the raw classification will be increased by one level.
- Having a low **Graduation** rate at a high school/district can limit the raw classification to a 3, 2, or 1. If the graduation rate is high enough (or not applicable) then there is no effect. The graduation rate is calculated using the corrected cohort data, and therefore lags a year behind the NeSA data.
- **Non-Proficiency** is based on the percentage of NeSA assessment scores at a school/district that were rated as non-proficient over the last three years. If there is an upward trend of a certain amount (more non-proficient scores) then the raw classification will be decreased by one level, while if there is a downward trend of a certain amount (less non-proficient scores) then the raw classification will be increased by one level.
- Having a low **Participation** rate for NeSA assessments at a school/district can lower the raw classification by one, two, or three levels.
- The **Raw Classification** combines Status with any adjustments or limitations earned in the previous five categories. The possible classifications are 1 (Needs Improvement), 2 (Good), 3 (Great), or 4 (Excellent).
- (2015 only) The **Total EBA Score** is a sum of the responses to each of the five “policies, practices, and procedures” questions given for each of the six AQuESTT tenets. If the Total EBA Score meets or exceeds a certain percentile, the raw classification is increased by one level. This EBA adjustment only applies to school classifications.
- (2015 only) The **Final Classification** is a school/district’s overall AQuESTT classification; it combines the raw classification generated above with a potential adjustment due to the Evidence-Based Analysis responses for the school/district.

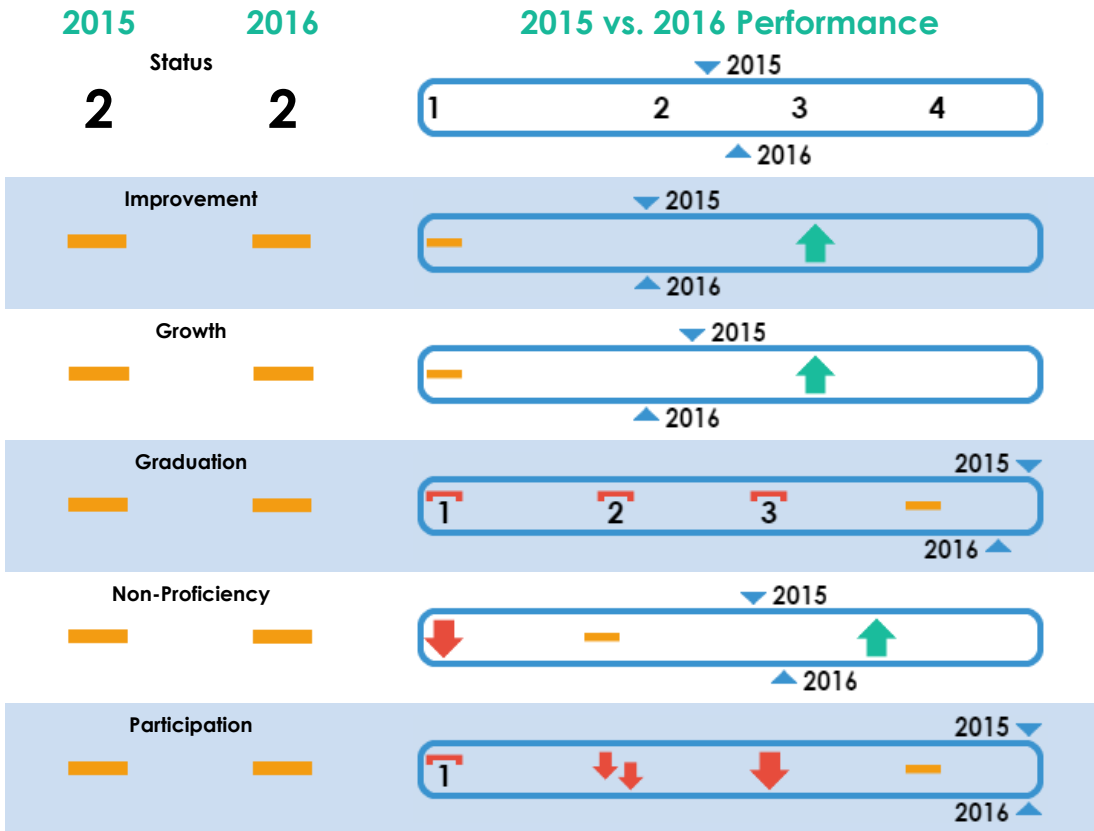
*For more details about the rules and calculations used in the 2016 AQuESTT Performance Progress Report, please refer to the “AQuESTT Final Classification Business Rules” document found next to the 2016 Performance Progress Report link, or at [AQuESTT.com](http://AQuESTT.com)*

# 2016 PERFORMANCE PROGRESS REPORT

## PALMER PUBLIC SCHOOLS

District Report

### Classification Adjustments



### Evidence-Based Analysis Responses



No EBA scores available for 2016. EBA to be updated in Spring 2017.

### 2015 EBA Score

81

### 2015 Final District Classification

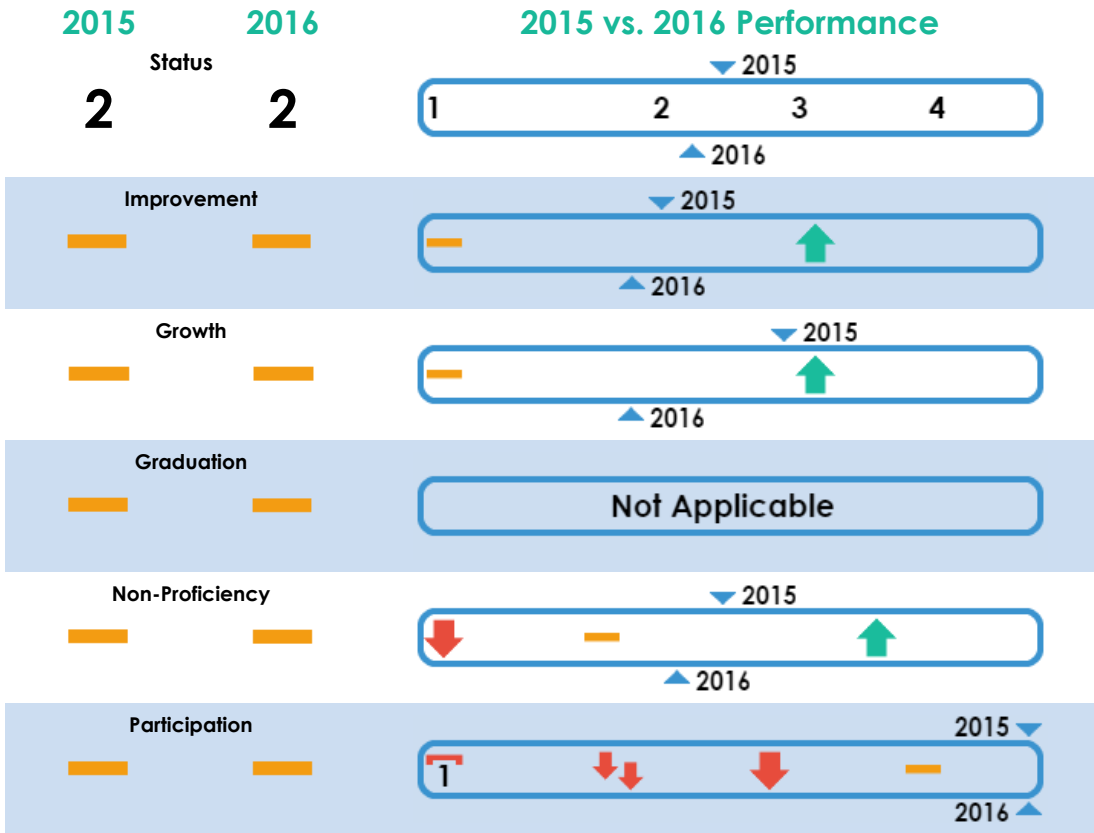


# 2016 PERFORMANCE PROGRESS REPORT

## PALMER JUNIOR-SENIOR HIGH

Middle School Report

### Classification Adjustments



### Evidence-Based Analysis Responses



No EBA scores available for 2016. EBA to be updated in Spring 2017.

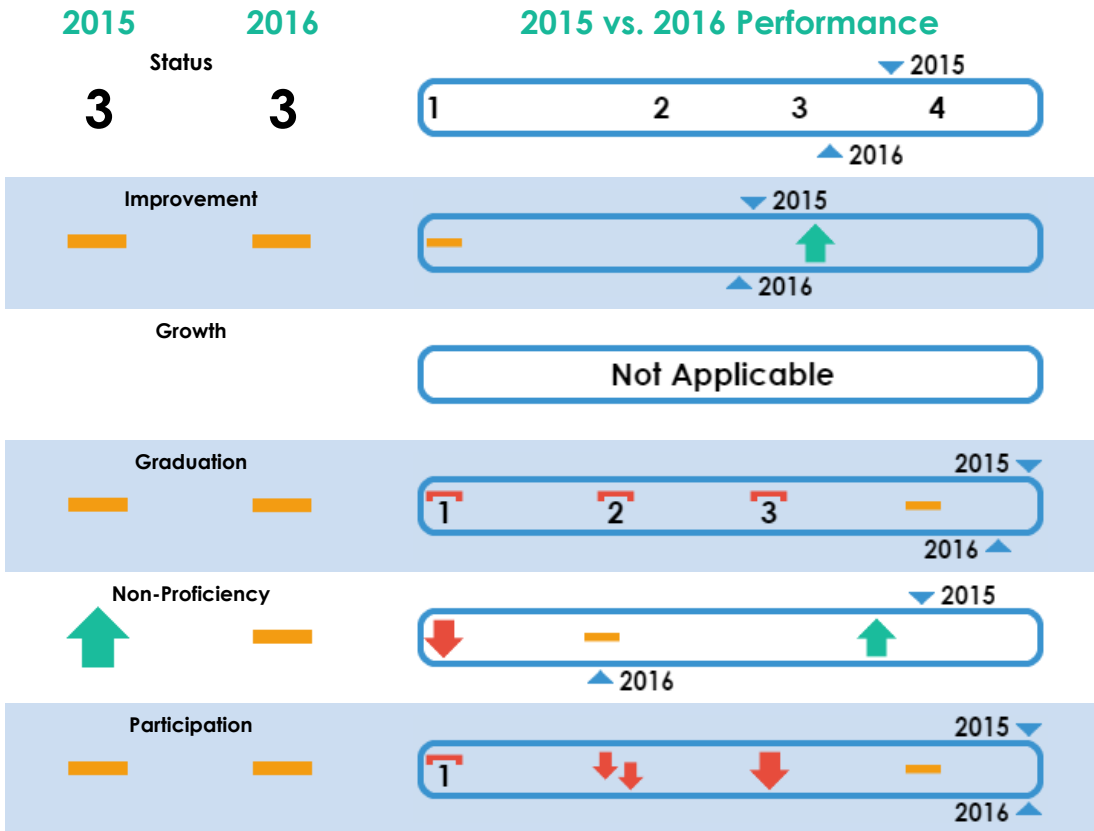


# 2016 PERFORMANCE PROGRESS REPORT

## PALMER JUNIOR-SENIOR HIGH

High School Report

### Classification Adjustments



### Evidence-Based Analysis Responses



No EBA scores available for 2016. EBA to be updated in Spring 2017.



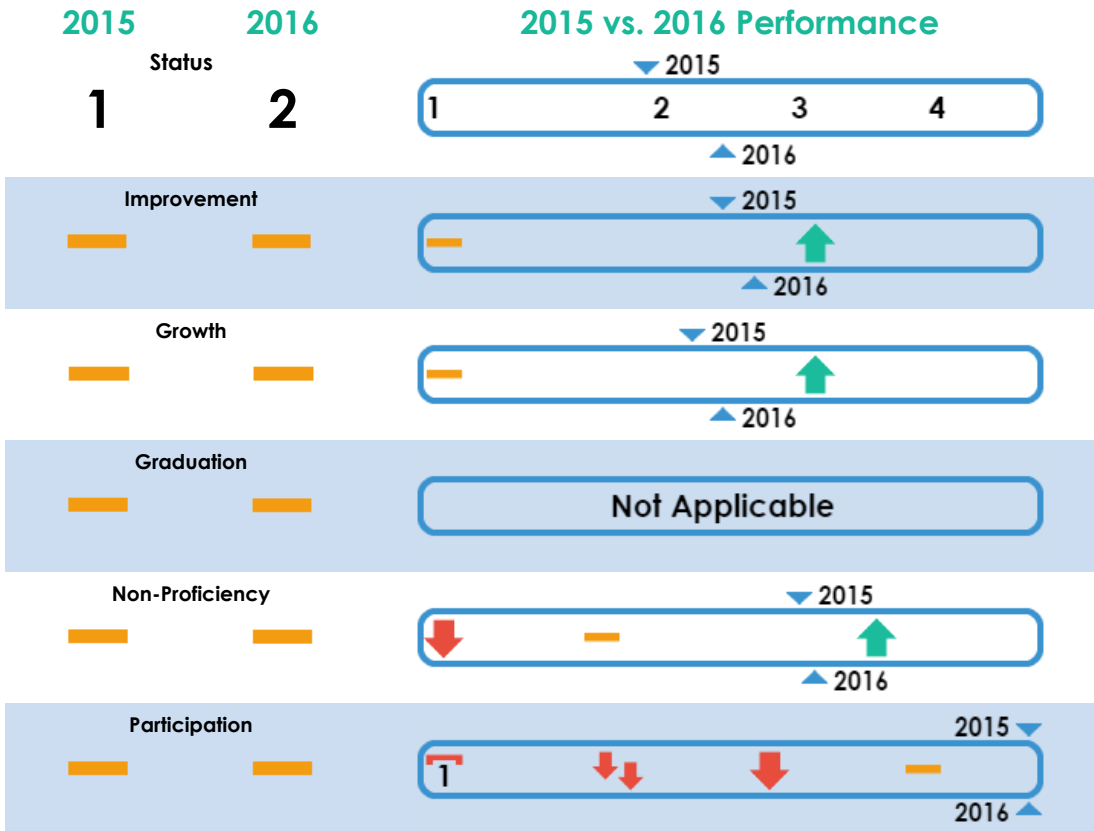


# 2016 PERFORMANCE PROGRESS REPORT

## PALMER ELEMENTARY SCHOOL

Elementary School Report

### Classification Adjustments



### Evidence-Based Analysis Responses



No EBA scores available for 2016. EBA to be updated in Spring 2017.



## FACULTY AND STAFF

The table below shows the Full Time Equivalency (FTE) count of teachers for Palmer Public Schools over the past three years. Palmer has added to the total teaching FTE to accommodate growing student enrollment.

Years	Total Teacher Count		Total Teachers with Master's Degrees		Percentage of Teachers with Master's Degrees	
	State	Palmer	State	Palmer	State	Palmer
2014-2015	22,702	23.24	12,146	7	52.16%	26.92%
2015-2016	23,002	23.24	12,491	7	53.07%	26.92%
2016-2017	23,322	23.90	12,922	12	54.14%	46.15%

The table at right shows both Average Years Experience and Average Salary for teachers in Palmer and the state average. Average teacher salaries in comparison to the state change accordingly as Palmer's average years of experience increases or decreases; and as the percentage of Masters Degrees increases or decreases.

Years	Average Years Experience		Average Teacher Salary	
	State	Palmer	State	Palmer
2014-15	14.34	10.04	\$50,681	\$40,364
2015-16	14.15	11.04	\$51,520	\$42,879
2016-17	14.09	12.65	\$52,534	\$46,975

## FINANCES: GENERAL FUND BUDGET, TAX LEVY, TAX ASKING

The largest single source of receipts for the District is property tax. The table at right shows the District's assessed valuation with a breakdown by county over the past four years, with this year's assessed valuation increasing 1.64%.

County	Assessed Valuation			
	2014-15	2015-16	2016-17	2017-18
Howard	\$33,058,953	\$41,068,975	\$42,974,926	\$42,959,236
Merrick	\$154,463,654	\$176,909,767	\$195,378,125	\$197,451,682
Nance	\$61,754,016	\$77,527,000	\$82,914,112	\$86,136,478
Total	\$249,276,623	\$295,505,742	\$321,267,163	\$326,547,396
% Increase	24.68%	18.54%	8.71%	1.64%

The table at right shows the General Fund budget requirements for the past three fiscal years as well as the current year. The General Fund is the

	2014-15	2015-16	2016-17	2017-18
General Fund	\$3,919,745	\$4,182,276	\$4,511,500	\$4,692,500
Cash Reserve	\$883,653	\$1,287,995	\$1,544,936	\$937,136
Total Requirement	\$4,803,398	\$5,470,271	\$6,056,436	\$5,629,636
Expenditures	\$3,297,234	\$3,527,795	\$3,898,789	

District's day-to-day operating fund and does not include fiduciary funds such as those used to support activities (Activity Fund) and the Nutrition Fund, or the Bond Fund and Special Building Fund. The difference between budgeted amounts and audited expenditures is due to unforeseeable expenses over the course of the budget year and varying needs for transfers from the General Fund and other funds within the General Fund, primarily the Depreciation Fund; reflected as expenditures from the General Fund.

The table below shows the property tax rates, by fund, for the past three fiscal years and for the current year, as well as a calculation of the amount by which each levy changed. Note: Levies are expressed in dollars and cents per \$100 of valuation.

Fiscal Year	General Fund Levy	Bond Fund Levy	Special Building Fund Levy	QCPU Fund Levy	Total	Levy Change	Percent Levy Change
2014-2015	0.95	.0343	.0257	0	1.01	-.016676	-1.62%
2015-2016	0.952	0	0	.052	1.004	-.006	-0.59%
2016-2017	0.81681	0	0	.052	0.86881	-.13519	-13.47%
2017-2018	0.769607	0	0.036	0.025022	0.830629	-.038181	-4.39%

The table at right shows the recent history of the tax amounts the district has asked in support of Palmer Public Schools. The “Bonds” amount includes the Bond Fund asking as well as the Qualified Capital Purpose Undertaking Fund (QCPUF) asking.

Tax Asking	2014-15	2015-16	2016-17	2017-18
Bonds	\$85,613	\$153,664	\$167,060	\$81,708
All Other Funds	\$2,432,080	\$2,813,216	\$2,624,141	\$2,630,689
Total Asking	\$2,517,693	\$2,966,880	\$2,791,201	\$2,712,397

The District’s State Aid over the last four years is presented below. As the table indicates, state aid to Palmer Public Schools has decreased significantly. This can be attributed to state budget cuts, and increases in property valuations, which increased the amount of local resources calculated in the state aid formula.

During the 4-year period portrayed, State Aid decreased by a total of \$306,129; a decline of just over 28%. In 2015-16, the district became a “Non-equalized” district, meaning we receive no State Aid for equalization. The district currently receives state aid only for option enrollment students and the income tax rebate.

Fiscal Year	State Aid	Difference	% Change from previous
2014-2015	\$1,091,861	\$55,072	5.31%
2015-2016	\$867,375	-\$224,486	-20.56%
2016-2017	\$857,588	-\$9,787	-1.13%
2017-2018	\$785,732	-\$71,856	-8.38%

While total state aid has decreased, the cost of education increased. Some of this cost is due to increased personnel costs but costs associated with increased data tracking and reporting requirements cannot be overlooked.

In comparing 2014 receipts to 2017 receipts, we see the level of support from the state level has decreased substantially. However, the cost associated with the federal and state requirements for data tracking, assessment, and reporting has increased. The local sources have necessarily increased to make up the difference in funding. Palmer Public Schools has attempted to build reserves in anticipation of continued decreases in both State and Federal funding.

FSY 2013-14		Funding Source	FSY 2016-17	
% Total	Receipted		Receipted	% Total
57.4%	\$ 1,825,120	Local Sources	\$ 2,567,058	64.0%
0.4%	\$ 14,101	County/ESU Sources	\$ 11,432	0.3%
39.3%	\$ 1,251,563	State Sources	\$ 1,279,024	31.9%
2.5%	\$ 81,045	Federal Sources	\$ 153,367	3.8%
0.3%	\$ 9,206	Non Revenue	\$ 37	0%
Total	\$ 3,181,035	Total Receipts	\$ 4,010,918	Total

Per pupil expenditures (PPE) can be affected by a number of factors including fluctuations in enrollment and General Fund expenditures as well as depreciation on the building and equipment in addition to transfers to the Depreciation Fund. Palmer’s overall PPE consistently remains near the statewide average and below that for schools of comparable size. Per Pupil Expenditure varies only slightly from “General Fund Operating Expenditures per Formula Student,” a critical component in the State Aid funding formula. The GFOE for the next eight larger and next eight smaller schools in the state for 2016-17 are portrayed at right. Unique circumstances (poverty, transportation needs, Special Education...) can have a dramatic affect on a district’s budget and should be considered in comparing such data.

School System	Formula Student Count	GFOE per Formula Student
LYONS-DECATUR	243.9	\$15,194
MEAD	243.9	\$15,403
PLEASANTON	245.0	\$11,303
OSCEOLA	246.8	\$13,989
GARDEN COUNTY	249.9	\$14,537
BLOOMFIELD	251.2	\$12,501
BANCROFT-ROSALIE	256.1	\$11,420
WEST BOYD	256.3	\$13,952
<b>PALMER</b>	<b>256.7</b>	<b>\$11,770</b>
EMERSON-HUBBARD	257.1	\$15,625
BERTRAND	259.3	\$12,987
SHELTON	259.3	\$15,230
KENESAW	259.5	\$11,517
HARVARD	261.6	\$13,988
DILLER-ODELL	262.9	\$14,067
MAXWELL	265.4	\$12,899
CENTRAL VALLEY	274.5	\$20,782

The total assets for the funds used by Palmer Public Schools for the past three years are portrayed below. As noted previously in the receipts table, Palmer Public Schools has attempted to build reserves in anticipation of continued funding cuts from other sources and the data below indicate that this effort has been somewhat successful.

Fiscal Year	Governmental Funds	Fiduciary Funds	All Funds
2014-2015	\$3,213,358	\$103,424	\$3,316,782
2015-2016	\$3,341,607	\$109,499	\$3,451,106
2016-2017	\$3,384,607	\$124,978	\$3,509,585

*Governmental Funds=Total Assets of The General Fund, Depreciation Fund, Employee Benefit Fund, Bond Fund, Special Building Fund and The Qualified Capital Purpose Undertaking Fund, School Nutrition Fund, Cooperative Fund*

*Fiduciary Funds=Activities Fund, Scholarship Fund and Memorial Fund*