



# Palmer Public School



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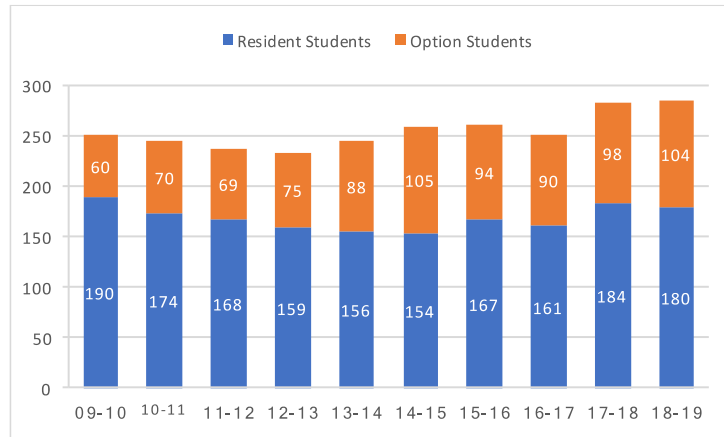
## 2019 ANNUAL REPORT

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 2018-19 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 in K-12 at Palmer over the past 10 years. The enrollment count of K-12 students has fluctuated moderately during the past ten years, with an upward trend over the last six years.

During the ten-year period portrayed in the chart, the enrollment count of resident students had trended down until going back up in 2015-16, while the option student enrollment count has steadily risen, resulting in an overall increase in enrollment of nearly 13%. The percentage of the total student population who are Enrollment Option students has increased during this time period from 24% of the students enrolled in 2009 to 36% in 2018. 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 2018-19 school year. In grades K-12, there are an average of 21.4 students per grade. With two class sections of preschool, the average class size in the elementary is 20.3 students. Including paraprofessionals, there are 11 elementary students per staff member. Palmer's low student to teacher ratio allows us to provide every student with individualized attention and support.

	Students Enrolled	Grade	Students Enrolled
Grade	18-19	Grade	18-19
PreK	37	7th	14
Kdg	21	8th	19
1st	24	9th	23
2nd	20	10th	32
3rd	19	11th	26
4th	26	12th	24
5th	19		
6th	17		
Elem Total	183	Sec Total	138
	Dist Total		321

## DEMOGRAPHIC COMPARISONS

	Nebraska	Palmer
Free/Reduced Lunch	45.21%	43.61%
English Language Learners	7.16%	0.6%
Special Education Percentage	15.48%	10.56%
School Mobility Rate	10.32%	8.1%
Highly Mobile Students	4.61%	5.21%
Graduation Rate	88.42%	100%
Attendance Rate	94.48%	96.92%
Dropout Rate	1.17%	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 (a measure of the poverty demographics), special education, and English Language Learners (students whose first language is not English) 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 October 1 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 October 1. 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 lower mobility rate but a slightly higher rate of "highly mobile" students moving in and out during the 2018-2019 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.

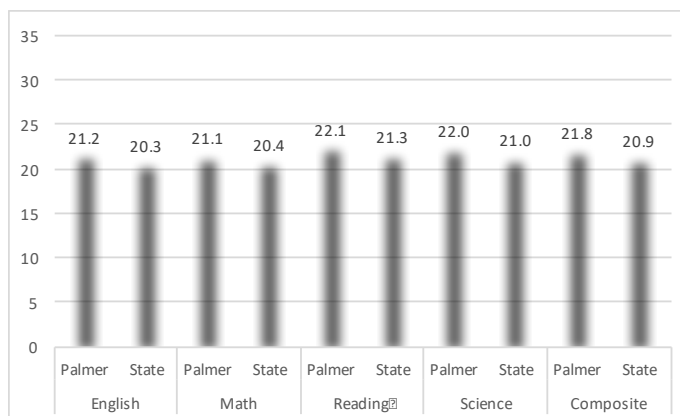
The dropout rate is calculated by dividing the total number of 7<sup>th</sup>-12<sup>th</sup> grade students who dropped out by the official fall enrollment for grades 7-12. Palmer has rarely had a student included in this statistic.

## 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 <https://nep.education.ne.gov/>.

**ACT Test Results:** The graph at right shows a five-year average performance history for Palmer students 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 was required for all juniors in Nebraska.

**ACT Score Comparison – 5-Year Average**



**NAI Test Results:** Nebraska school districts are required to administer a nationally standardized test to students in one elementary grade (2-5) and one middle school grade (6-8). Districts may select the grade level assessed and the national achievement test used. The table below shows 2017-18 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
<b>Grade 04</b>	Average Normal Curve Total Score (NCE Range: 1-99)	59%	59%	Average Normal Curve Total Score (NCE Range: 1-99)	58%	55%
<b>Grade 08</b>	Average Normal Curve Total Score (NCE Range: 1-99)	45%	55%	Average Normal Curve Total Score (NCE Range: 1-99)	61%	62%

Students Tested	% Students Tested	Students Not Tested	% Students Not Tested
44	100%	0	0.0000%

**NSCAS Test Results:** The data below are from the Nebraska Students-Centered Assessment System (NSCAS) 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 NSCAS English Language Arts (ELA), for students in grades 3, through 8 for All Students, and separated by Males, Females, and Students Eligible for Free and Reduced Meals. The NSCAS results below include only students in grades 3-8.

NSCAS 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%
2017-2018	49%	51%	45%	47%	55%	55%	47%	35%
2018-2019	68%	52%	62%	48%	37%	56%	62%	36%

\* New assessments aligned to the NCC Ready Standards were first administered in 2016-2017 for ELA.

The following table shows the “Percent Proficient” on NSCAS math for students in grades 3-8.

NSCAS Math* Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2017-2018	63%	51%	59%	51%	69%	50%	67%	34%
2018-2019	74%	52%	71%	52%	78%	52%	69%	35%

\* New assessments aligned to the NCC Ready Standards were first administered in 2017-2018 for Math.

Due to all juniors taking the ACT test, the NSCAS Science tests were given only to students in grades 5 and 8 starting in 2016-2017.

NSCAS Science Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2015-2016	74%	72%	78%	73%	67%	71%	66%	56%
2016-2017	44%	70%	57%	71%	33%	69%	46%	55%
2017-2018	56%	68%	59%	68%	53%	67%	44%	52%
2018-2019	81%	66%	78%	66%	86%	65%	81%	50%

**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 — Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) – to classify schools and districts on state test scores, graduation rates, student participation rates as well as year-to-year improvement and growth. Updates were implemented in the 2017-18 school year due to the federal ESSA, updated college and career readiness standards and assessments, and the State Board Strategic Vision and Direction.

A school’s “Status” rating is calculated by combining the percentage of students who are proficient in math with the percent of students who are proficient in ELA. This combined proficiency indicates a school’s initial performance level of Excellent, Great, Good, or Needs Improvement. A school’s classification Status rating can be adjusted up or down depending on several other factors, such as those listed above. The 2018-19 AQuESTT classifications are shown on the following pages for the district, elementary (grades 3-6), middle school (grades 7-8), and high school (grade 11).

2018-2019

AQuESTT Classification

# Palmer Public Schools

Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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Schools in District	2
State Board District	6
Educational Service Unit	7
Legislative District	34



## Beginning Status

<b>GREAT</b>	NSCAS English Language Arts & Mathematics Proficiency
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### SUCCESS, ACCESS, AND SUPPORT



**Positive partnerships, Relationships, and Success**  
In Development!



**Transitions**  
Four-year Graduation 100%  
Extended Graduation 96%

AQuESTT uses 2016-2017 graduation rates



**Educational Opportunities and Access**  
Chronic Absenteeism Reduction No  
Progress Towards EL Proficiency N/A



**Evidence-Based Analysis**  
Not eligible for Adjustment  
EBA Total Score 110 / 120

### TEACHING, LEARNING, AND SERVING



**College, Career, and Civic Ready**  
In Development!



**Assessment**  
Individual Score Growth 70%  
Score Improvement Yes  
Non-Proficiency Reduction Yes  
Science Proficiency Status 69%  
Science Score Improvement Yes



**Educator Effectiveness**  
In Development!

### Final AQuESTT Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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2018-2019

AQuESTT Classification

# Palmer Elementary School

## Elementary School Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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School District	Palmer Public Schools
State Board District	6
Educational Service Unit	7
Legislative District	34



### Beginning Status

<b>GREAT</b>	NSCAS English Language Arts & Mathematics Proficiency
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#### SUCCESS, ACCESS, AND SUPPORT

**Positive partnerships, Relationships, and Success**  
In Development!

**Transitions** —  
Four-year Graduation N/A  
Extended Graduation N/A

AQuESTT uses 2016-2017 graduation rates

**Educational Opportunities and Access** —  
Chronic Absenteeism Reduction N/A  
Progress Towards EL Proficiency N/A

**Evidence-Based Analysis**  
Not eligible for Adjustment  
EBA Total Score 107 / 120

#### TEACHING, LEARNING, AND SERVING

**College, Career, and Civic Ready**  
In Development!

**Assessment** —

Individual Score Growth	75%
Score Improvement	Yes
Non-Proficiency Reduction	Yes
Science Proficiency Status	83%
Science Score Improvement	Yes

**Educator Effectiveness**  
In Development!

### Final AQuESTT Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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2018-2019

AQuESTT Classification

# Palmer Junior-Senior High

## Middle School Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT
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School District

Palmer Public Schools

State Board District 6

Educational Service Unit 7

Legislative District 34



### Beginning Status

GREAT

NSCAS English Language Arts & Mathematics Proficiency

### SUCCESS, ACCESS, AND SUPPORT



**Positive partnerships, Relationships, and Success**  
Coming in 2019!



#### Transitions

Four-year Graduation  
Extended Graduation



N/A  
N/A

AQuESTT uses 2016-2017 graduation rates



#### Educational Opportunities and Access

Chronic Absenteeism Reduction Yes  
Progress Towards EL Proficiency N/A



#### Evidence-Based Analysis

Not eligible for Adjustment  
EBA Total Score 108 / 120

### TEACHING, LEARNING, AND SERVING



**College, Career, and Civic Ready**  
Coming in 2019!



#### Assessment

Individual Score Growth  
Score Improvement  
Non-Proficiency Reduction  
Science Proficiency Status  
Science Score Improvement



62%  
Yes  
Yes  
78%  
Yes



#### Educator Effectiveness

Coming in 2019!

### Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT
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2018-2019

AQuESTT Classification

# Palmer Junior-Senior High

## High School Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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School District	Palmer Public Schools
State Board District	6
Educational Service Unit	7
Legislative District	34



### Beginning Status

<b>GREAT</b>	NSCAS English Language Arts & Mathematics Proficiency
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#### SUCCESS, ACCESS, AND SUPPORT

**Positive partnerships, Relationships, and Success**  
Coming in 2019!

**Transitions**

Four-year Graduation	100%
Extended Graduation	96%

AQuESTT uses 2016-2017 graduation rates

**Educational Opportunities and Access**

Chronic Absenteeism Reduction	No
Progress Towards EL Proficiency	N/A

**Evidence-Based Analysis**  
Not eligible for Adjustment  
EBA Total Score 111 / 120

#### TEACHING, LEARNING, AND SERVING

**College, Career, and Civic Ready**  
Coming in 2019!

**Assessment**

Individual Score Growth	N/A
Score Improvement	No
Non-Proficiency Reduction	Yes
Science Proficiency Status	52%
Science Score Improvement	No

**Educator Effectiveness**  
Coming in 2019!

### Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT
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## 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 gradually added to the total teaching FTE over the last few years 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
2016-2017	23,322	23.90	12,922	12	54.14%	46.15%
2017-2018	23,492	24.08	13,199	11	54.92%	42.31%
2018-2019	23,702	24.08	13,570	14	55.99%	53.85%

The table at right shows both Average Years Experience and Average Salary for teachers in Palmer and the state average. Average teacher salaries in

Years	Average Years Experience		Average Teacher Salary	
	State	Palmer	State	Palmer
2016-17	14.09	12.65	\$52,534	\$46,975
2017-18	14.03	13.31	\$54,422	\$48,676
2018-19	14.01	14.15	\$54,601	\$50,612

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.

## 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 decreasing 5.01%.

County	Assessed Valuation			
	2016-17	2017-18	2018-19	2019-20
Howard	\$42,974,926	\$42,959,236	\$42,306,734	42,019,598
Merrick	\$195,378,125	\$197,451,682	\$195,398,909	184,319,139
Nance	\$82,914,112	\$86,136,478	\$85,580,937	80,745,750
Total	\$321,267,163	\$326,547,396	\$323,286,580	307,084,487
% Increase	8.71%	1.64%	(-1.0%)	(-5.01%)

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

	2016-17	2017-18	2018-19	2019-20
General Fund	\$4,511,500	\$4,692,500	\$4,727,738	\$4,893,208
Cash Reserve	\$1,544,936	\$937,136	\$772,913	\$906,665
Total Requirement	\$6,056,436	\$5,629,636	\$5,500,651	\$5,799,873
Expenditures	\$3,898,789	\$4,296,327	\$4,204,859	

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, cash flow requirements, and varying needs for transfers from the General Fund and other funds within the General 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
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%
2018-2019	0.793312	0	0.025531	0.020163	0.839006	.008377	1.0%
2019-2020	0.835169	0	0.025621	0.031344	0.892134	.053128	6.3%

The table at right shows the recent history of the tax amounts the district has asked in support of Palmer Public Schools. The All Other Funds amount includes the General Fund asking as well as the Special Building and Qualified Capital Purpose Undertaking Fund (QCPUF) asking for debt payments.

Tax Asking	2016-17	2017-18	2018-19	2019-20
Bonds	\$167,060	\$81,708	\$0	\$0
All Other Funds	\$2,624,141	\$2,630,689	\$2,712,397	\$2,739,604
Total Asking	\$2,791,201	\$2,712,397	\$2,712,397	\$2,739,604

The District's State Aid over the last four years is presented below. State aid to Palmer Public Schools decreased for years before rebounding in 2018-19. The decreases 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 8.38% before going back up in 2018-19. 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.

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

Fiscal Year	State Aid	Difference	% Change from previous
2016-2017	\$857,588	-\$9,787	-1.13%
2017-2018	\$785,732	-\$71,856	-8.38%
2018-2019	\$915,310	\$129,578	16.49%
2019-2020	\$1,002,182	\$86,872	9.5%

In comparing 2016 receipts to 2019 receipts, we see the level of support from each source remained relatively stable, with local support decreasing slightly and state support increasing slightly. The cost associated with the federal and state requirements for data tracking, assessment, and reporting continued to increase. When state

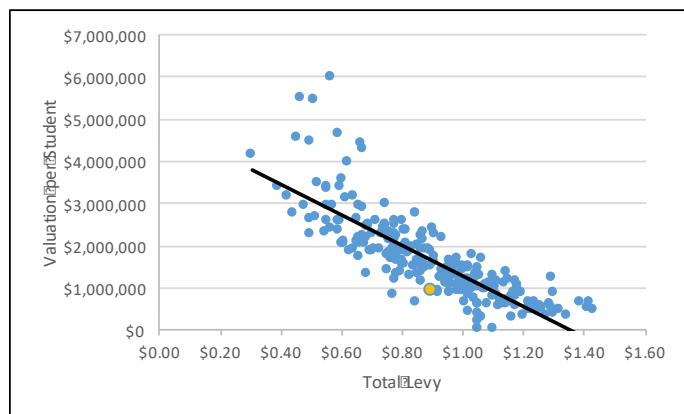
FSY 2015-16		Funding Source	FSY 2018-19	
% Total	Receipted		Receipted	% Total
64.4%	\$ 2,644,429	Local Sources	\$ 2,384,072	59.2%
0.28%	\$ 11,608	County/ESU Sources	\$ 19,056	0.47%
32.2%	\$ 1,323,329	State Sources	\$ 1,441,337	35.8%
3.0%	\$ 123,748	Federal Sources	\$ 171,870	4.3%
0.11%	\$ 4,421	Non Revenue	\$ 7,758	0.19%
Total	\$ 4,107,535	Total Receipts	\$ 4,024,093	Total

and/or federal support decreases, the local sources necessarily increase to make up the difference in required funding.

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 nine larger and next nine smaller schools in the state for 2018-19 are portrayed at right. Unique circumstances (poverty, transportation needs, Special Education...) can have a dramatic effect on a district’s budget and should be considered when comparing such data.

District	Formula Students	Adjusted GFOE Per Formula Student
SOUTHWEST	277.23	16,721
BANCROFT-ROSALIE	281.14	10,565
PLEASANTON	282.06	10,719
LOUP CITY	282.17	16,896
BURWELL	285.32	14,639
HITCHCOCK CO	291.82	10,950
PENDER	291.89	16,217
WEEPING WATER	294.09	14,550
PLAINVIEW	294.92	15,209
<b>PALMER</b>	<b>296.21</b>	<b>12,606</b>
MAXWELL	296.58	12,460
FULLERTON	296.68	13,998
CAMBRIDGE	300.81	12,850
DUNDY CO STRATTON	305.09	14,933
HTRS	309.09	19,051
CROFTON	310.16	14,492
BOYD COUNTY	312.43	16,036
BLUE HILL	312.54	13,327
ELM CREEK	319.68	12,173

A district's amount of valuation per student and its levy are inversely proportional, that is, as one goes up the other goes down. The graph at right shows this with the dots representing every school district in the state for 2018-19. The valuation per student ratio is on the left side of the graph and the total levy on the bottom. The Palmer School District (in orange) has \$971,272 of valuation per student and an 89.2 cent levy, putting us below the trend line for district levies. This graph shows that the two main drivers of a district’s levy are the number of students enrolled and the amount of valuation in the district.



The total assets for the funds used by Palmer Public Schools for the past three years are portrayed below. Palmer Public Schools attempted to build reserves prior to 2017 in anticipation of continued funding cuts from other sources. That effort has mitigated increases in the tax asking to operate the district, but has caused total assets to decrease by 17% over the last two years.

Fiscal Year	Governmental Funds	Fiduciary Funds	All Funds
2016-2017	\$3,384,607	\$102,642	\$3,487,249
2017-2018	\$3,043,052	\$98,023	\$3,141,075
2018-2019	\$2,780,300	\$100,878	\$2,881,178

*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*