
**2016-2017
Annual Report**

Southern Public Schools



**The Southern School District, in cooperation with families and communities,
prepares students through educational experiences, to be responsible,
respectful, and safe citizens in our continually changing world.**

SOUTHERN PUBLIC SCHOOLS

PURPOSE OF THIS REPORT

The 2016-2017 Annual Report is submitted to the patrons of Southern Public Schools in accordance with the accreditation rules set forth by the Nebraska Department of Education. The annual report provides patrons with information regarding our school demographics, student achievement, and financial information. This report highlights some of the challenges and accomplishments in our district.

NEBRASKA EDUCATION PROFILE

More information about Southern Public School's 2016-2017 academic year can be found on the Nebraska Education Profile at <http://nep.education.ne.gov>.

- 1) Go to the **Find Your School Report Card** tab at the top left of the webpage.
- 2) Select **2016-2017**.
- 3) Type **Southern Public Schools** in the **Select a School or District** box in the top left.
- 4) Click on **SOUTHERN SCHOOL DIST 1 34-0001-000** and click **Search**.
- 5) Informational choices are on the top tabs of the webpage.

DESCRIPTION OF THE DISTRICT

Southern Public Schools is located in Wymore and Blue Springs, Nebraska in the southeastern part of the state. In 1968 the current district was created with the consolidation of the five communities of Wymore, Blue Springs, Barneston, Holmesville, and Liberty, along with much of their outlying area. Wymore is located south of Lincoln and eight miles north of the Kansas border. The Wymore & Blue Springs communities are located within a mile of each other and are home to two schools, Southern Elementary (K-6) and Southern Jr./Sr. High School (7-12). The 3-year-old preschool program is located in Blue Springs and the 4-year-old preschool program is located in Wymore.

DISTRICT MISSION STATEMENT

The Southern School District, in cooperation with families and communities, prepares students through educational experiences, to be responsible, respectful, and safe citizens in our continually changing world.

BOARD OF EDUCATION

Branson Husa
Emily Shockley

Carol Pralle
Harlan Rickers

David Zimmerman
Jim Zvolanek

SCHOOL IMPROVEMENT GOALS

- All students will improve their reading skills of decoding, comprehension and vocabulary (K–6).
- All students will improve their writing skills (K–12).
- All students will improve vocabulary knowledge in all curriculum areas (7–12).
- All students will improve their math skills (K–12).

BELIEF STATEMENTS

Regarding Students & Learning

- All students can learn.
- Students learn best when their physical, emotional and social needs are met.
- Students learn best when it is a positive and challenging experience.
- Students learn best when they see the relevance of learning.
- Students must be lifelong learners.
- Students must develop thinking skills.
- Students must become responsible citizens.
- Students learn best with parental/guardian guidance and support.

Regarding Teachers/Staff & Teaching

- All staff must stay current on theory to adequately promote relevant lifelong learning skills.

- Teachers/Paraeducators must recognize and provide for individual learning styles.
- All staff must look for the best in and have high expectations for themselves and their students.
- All staff must be empathetic towards the diverse roles that students have.
- All staff must be positive role models.
- All staff together with parents/guardians must make a cooperative effort for the benefit of students.

Regarding Effective Organizations (The School District)

- The School District must provide a safe and orderly environment in order for effective learning to occur.
- The School District must have a specific plan based on understood goals that are reviewed periodically.
- The School District must have strong leadership that is instructionally focused, open to new ideas and promotes teamwork that involves the community.
- The School District must maintain open lines of communications internally and externally.
- The School District must provide for an effective staff development program that reflects and supports the school mission.
- All members of the District must take responsibility for the education of its children.

ADMINISTRATION

Faculty Members	Education Level	Years Experience	Position
Gene Haddix	Ed.S.	46	Superintendent
Gerald Rempe	M.A.	32	PK-6 Principal/Athletic Director
Jeff Murphy	M.A.	16	7-12 Principal

ELEMENTARY SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Jonna Adams	M.A.	16	Second Grade Teacher
Jolene Bartels	M.A.	30	Fifth Grade Teacher
Kylie Betten	B.A.	2	First Grade Teacher
Kalynee Breunsbach	B.A.	39	Kindergarten Teacher
Rhonda Epp	M.A.	22	Fourth Grade Teacher
Stacy Fossler	M.A.	5	Special Education Teacher
Cathy Hayden	B.A.	27	Sixth Grade Teacher
Malinda Hock	B.A.	2	Special Education Teacher
Kane Hookstra	M.A.	21	Fourth Grade Teacher
Karmen Lawver	B.A.	2	Sixth Grade Teacher
Annie Manley	B.A.	4	Preschool Teacher
Carly Minge	M.A.	4	Fifth Grade Teacher
Lynn Sabey	M.A.	6	Second Grade Teacher
Tara Sasse	B.A.	3	Special Education Teacher
Brittany Siebrandt	M.A.	6	First Grade Teacher
Mary Jane Spence	B.A.	39	Third Grade Teacher
Jessica Tjaden	M.A.	6	Kindergarten Teacher
Krista Torres	B.A.	2	Special Education Teacher
Carolyn Van Boening	M.A.	7	Media Specialist
Stephanie Ware	B.A.	18	Title I Teacher
Sheri Yockel	B.A.	32	Third Grade Teacher

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist

JR./SR. HIGH SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Dominique Clay	B.A.	7	Spanish Teacher
Sheila Cordry	B.A.	13	English Teacher
Jennifer Dunekacke	B.A.	9	Science Teacher
Zack Emerson	M.A.	11	Physical Education/Health Teacher
Michele Gerdes	M.A.	30	Elementary & Jr./Sr. High Band Teacher
Patricia Goes	M.A.	37	Guidance Counselor
Mary Grabowski	B.A.	33	Mathematics Teacher
Heather McKinney	M.A.	21	Special Education Teacher
Stephanie Mendyk	M.A.	34	K-12 Vocal Music Teacher
Morgan Neverve	M.A.	6	Jr./Sr. High School Art Teacher
Elizabeth Ogg	B.A.	4	English Teacher
Melissa Omar	M.A.	3	Special Education Teacher
Denise Pahl	B.A.	18	Special Education Teacher
Michael Ringen	M.A.	13	Social Science Teacher
James Sapp	B.A.	35	Industrial Tech Teacher
Jeff Schiebur	M.A.	34	Mathematics Teacher
Jamie Schluter	B.A.	3	Business Teacher
Lisa Thiry	B.A.	5	Special Education Teacher
Jeffery Tunink	B.A.	7	Science Teacher
Beth Willet	B.A.	37	Elementary & Jr./Sr. High PE Teacher
Janie Winter	B.A.	27	Social Science Teacher
Rebecca Weyer	M.A.	12	Media Specialist

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist

CERTIFIED STAFF INFORMATION

Category	Southern	State
Average Teacher Salary	\$47,326	\$52,534
Average Years of Teaching Experience	16	14
Percent of Teachers with Master's Degrees	39%	54%

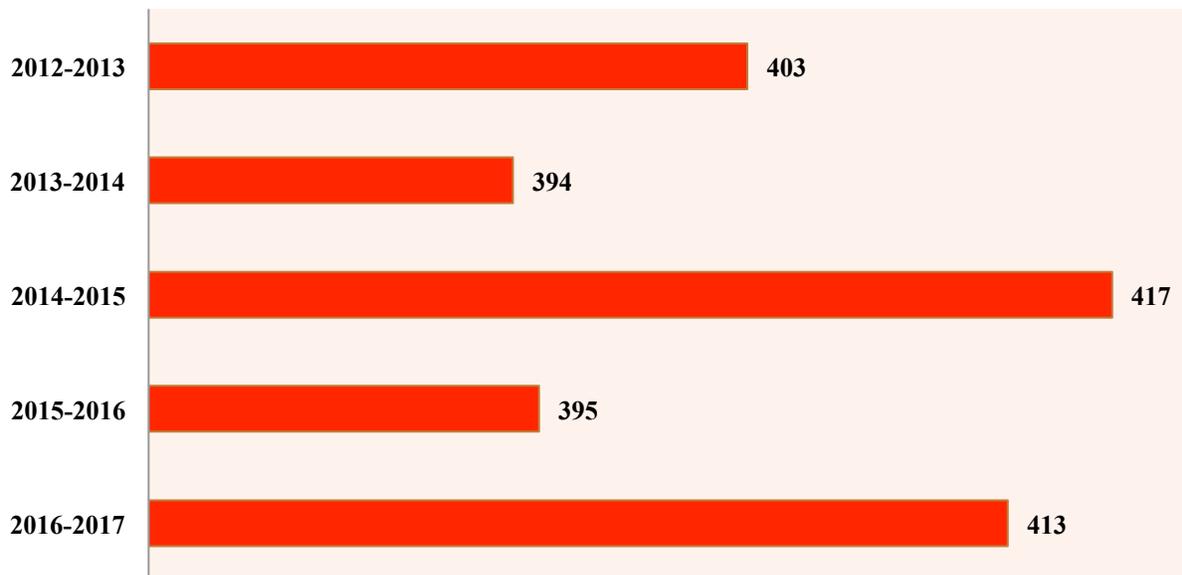
CLASSIFIED STAFF

Faculty Members	Position
Crystal Bartels	Preschool Paraprofessional
Dona Bartels	Paraprofessional
Dee Bednar	Elementary Counselor
Jan Carr	Paraprofessional
Chelsea Chab	Paraprofessional
Casey Colgrove	Custodian
Jessica Cooper	Paraprofessional
Bonnie Creek	Bus Driver
Dee Day	Paraprofessional
Pam Dorn	Food Service
Roger Dorn	Custodian
Wendy Garrels	Paraprofessional
Jeanne Hardin	Food Service
Ashley Imes	Food Service
Gail Kier	Food Service
John Linder	Head Maintenance
Karen Maguire	Secretary
Jane Mallam	Bookkeeper
Kim McMurray	Food Service
Jodi Meints	Paraprofessional
Tammy Meints	Custodian
Kathy Mittan	Paraprofessional
Patty Novotny	Paraprofessional
Rae Oblinger	Secretary
Dawn Rakes	Secretary
Tom Regan	Custodian
Devin Riggs	Bus Driver
Ginger Riggs	Paraprofessional
Randy Roberts	Maintenance
Cody Sabey	Technology Coordinator
Darcie Schmidt	Paraprofessional
Angela Spencer	Food Service
Lacey Stock	Preschool Paraprofessional
Becky Sullivan	Secretary
Dave Thoman	Custodian
Charlene Vonderfecht	Food Service
Michael Walker	Custodian
Sue Waltke	Paraprofessional
Jessica Weyer	Paraprofessional
JoAnn Wieden	Food Service
Fracia Workman	Paraprofessional
Twila Wise	Paraprofessional

ENROLLMENT FIGURES

Compiled on the last Friday in September (2016)			
Grade	Female	Male	Total
PK	19	13	32
K	11	12	23
1	12	9	21
2	27	14	41
3	10	12	22
4	15	13	28
5	8	19	27
6	15	16	31
Elementary School	117	108	225
7	9	17	26
8	14	15	29
9	22	15	37
10	14	10	24
11	16	15	31
12	20	21	41
Jr./Sr. High School	95	93	188
District	212	201	413

5-YEAR ENROLLMENT FIGURES (PK-12)



SOUTHERN PUBLIC SCHOOLS DEMOGRAPHICS
2016-2017 Academic Year

Student Characteristics	Southern Public Schools		State
Attendance Rate	93%		94%
Dropout Rate	N/A		1%
English Learners (EL)	N/A		7%
Free/Reduced Priced Meals	60%		44%
Graduation Rate (4-Year Cohort)	92%		89%
High Ability Learners	N/A		13%
School Mobility Rate	10%		11%
Special Education	23%		14%
Race/Ethnicity	American Indian/Alaskan Native:	1%	1%
	Asian:	0%	3%
	Black/African American:	1%	6%
	Hawaiian/Other Pacific Islander:	0%	1%
	Hispanic:	5%	19%
	Two or More Races:	3%	3%
	White:	90%	67%

Please Note: A N/A indicates that the data has been masked to protect the identity of students using one the following criteria:

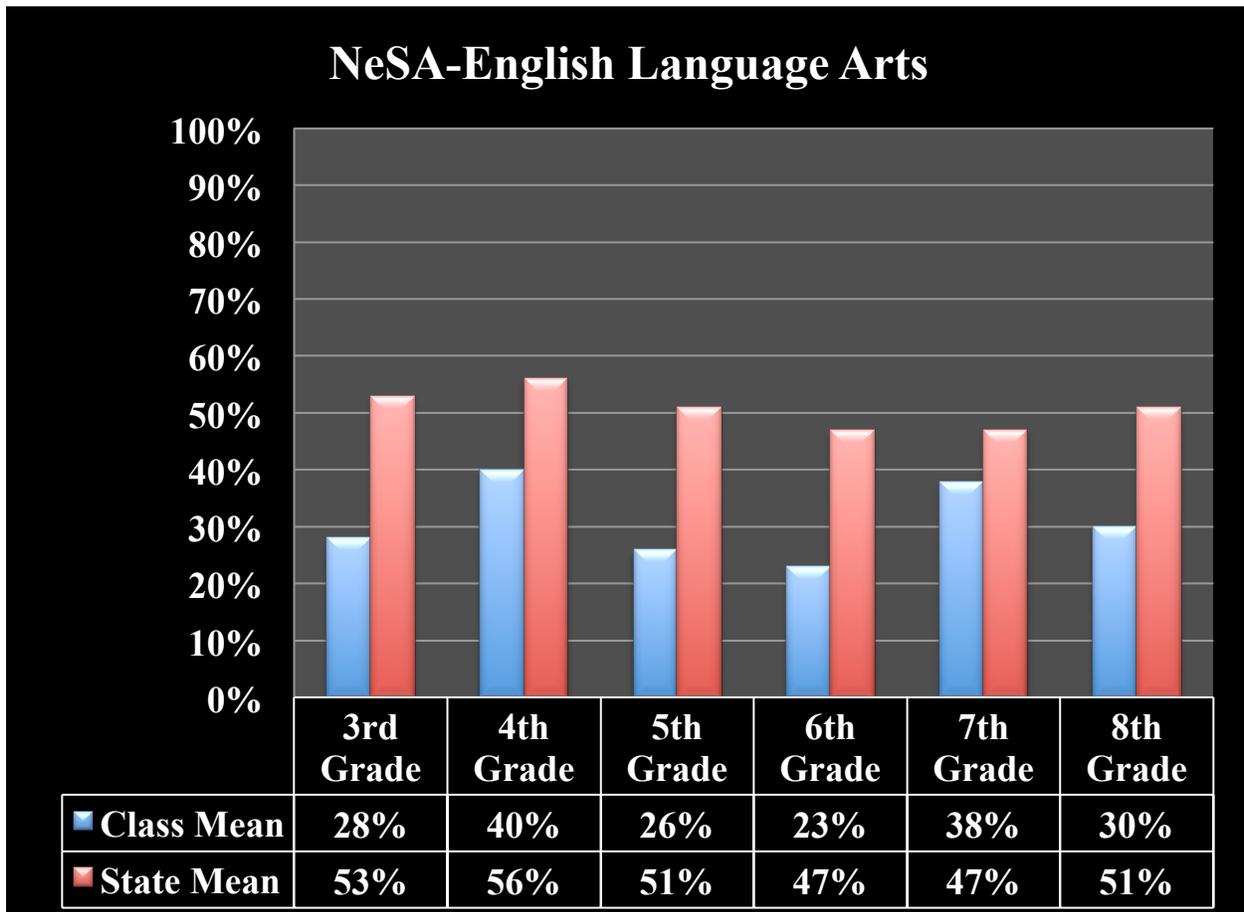
- 1) Fewer than 10 students were reported in a group.
 - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

NEBRASKA STATE ACCOUNTABILITY (NeSA)

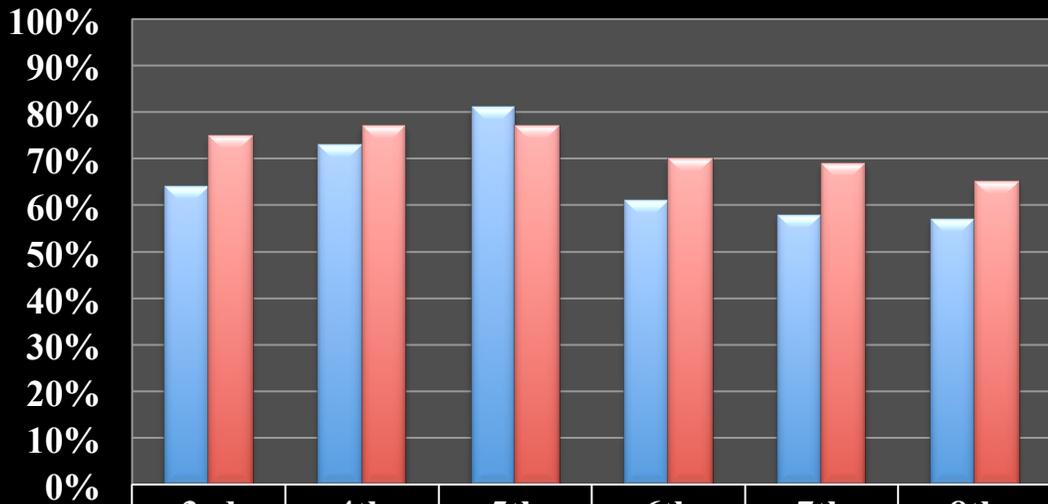
The Nebraska State Accountability (NeSA) assessments were developed specifically for Nebraska to provide teachers, students, and parents with an assessment of student progress in mastering basic skills based on Nebraska’s academic standards in English Language Arts, Mathematics, and Science. The NeSA test is a criterion-referenced assessment that is given once a year in the spring to measure student performance towards the standards. The following table is a breakdown of the NeSA assessments administered at each grade level.

NeSA Assessment	Subject	Grades Administered
NeSA–ELA	English Language Arts	3-8
NeSA–M	Mathematics	3-8
NeSA–S	Science	5 & 8

NEBRASKA STATE ACCOUNTABILITY (NeSA) Percent Proficient By Grade/Subject Area (Class Mean) 2016-2017 Academic Year

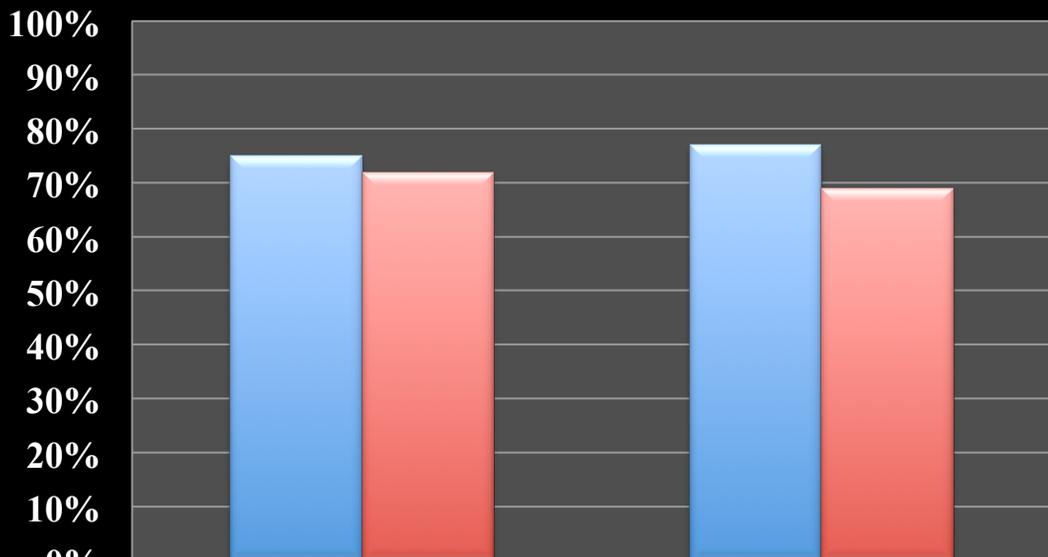


NeSA-Mathematics



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
■ Class Mean	64%	73%	81%	61%	58%	57%
■ State Mean	75%	77%	77%	70%	69%	65%

NeSA-Science



	5th Grade	8th Grade
■ Class Mean	75%	77%
■ State Mean	72%	69%

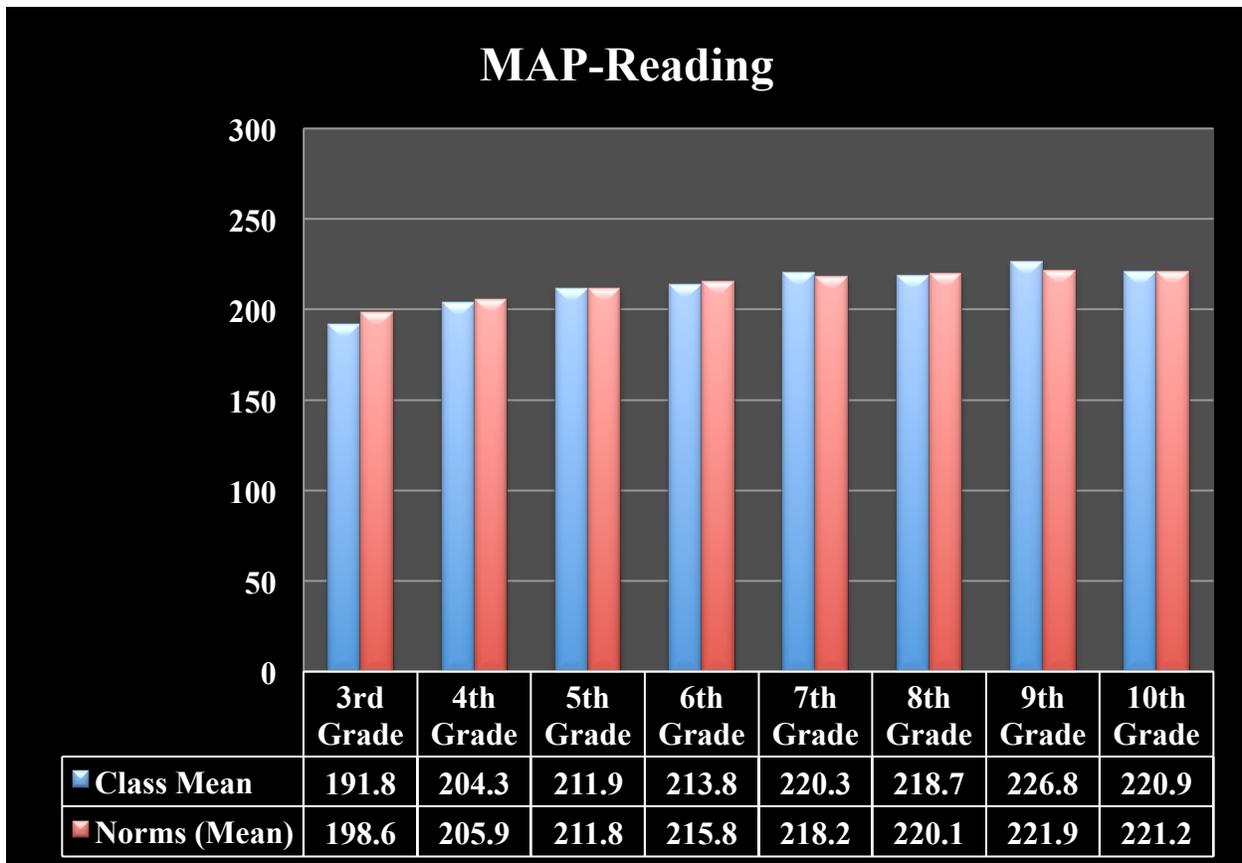
MEASURE OF ACADEMIC PROGRESS (MAP)

The norm-referenced assessment that we utilize in our district is called Measure of Academic Progress or MAP. The MAP assessment is administered to fulfill the accreditation requirements put forth by Nebraska Department of Education under Rule 10. Norm-referenced assessments are built to compare student performance across the country and these assessments result in bell curve distributions. The MAP assessments use a scale called RIT to measure student achievement and growth. The ACT is another example of a norm-referenced assessment that is administered throughout the Midwest.

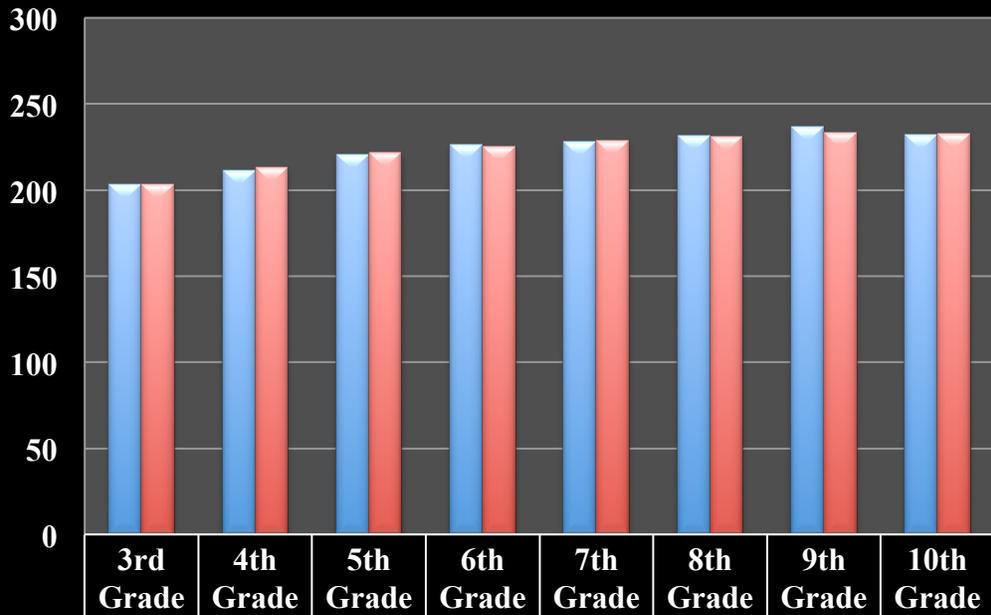
MAP Assessment	Subject	Grades Administered
MAP-R	Reading	3-10 (Fall & Spring)
MAP-M	Mathematics	3-10 (Fall & Spring)

MEASURE OF ACADEMIC PROGRESS (MAP)

Class Mean (RIT Score) By Grade/Subject Area Spring 2017 Assessments



MAP-Mathematics



■ Class Mean	203.5	211.6	220.9	226.8	228.2	232.0	237.1	232.1
■ Norms (Mean)	203.4	213.5	221.4	225.3	228.6	230.9	233.4	232.4

AMERICAN COLLEGE TESTING (ACT)

Longitudinal ACT Data

		2013	2014	2015	2016	2017
English	District	19.1	20.5	20.7	21.0	21.1
	State	21.1	21.3	21.1	20.9	20.9
Mathematics	District	19.1	18.1	19.1	18.2	18.8
	State	21.1	21.1	21.0	20.8	20.9
Reading	District	21.5	20.9	20.5	23.1	23.8
	State	21.8	22.0	21.9	21.8	21.9
Science	District	21.2	20.5	19.8	20.3	21.0
	State	21.5	21.7	21.6	21.5	21.5
Composite	District	20.3	20.1	20.1	20.7	21.4
	State	21.5	21.7	21.5	21.4	21.4

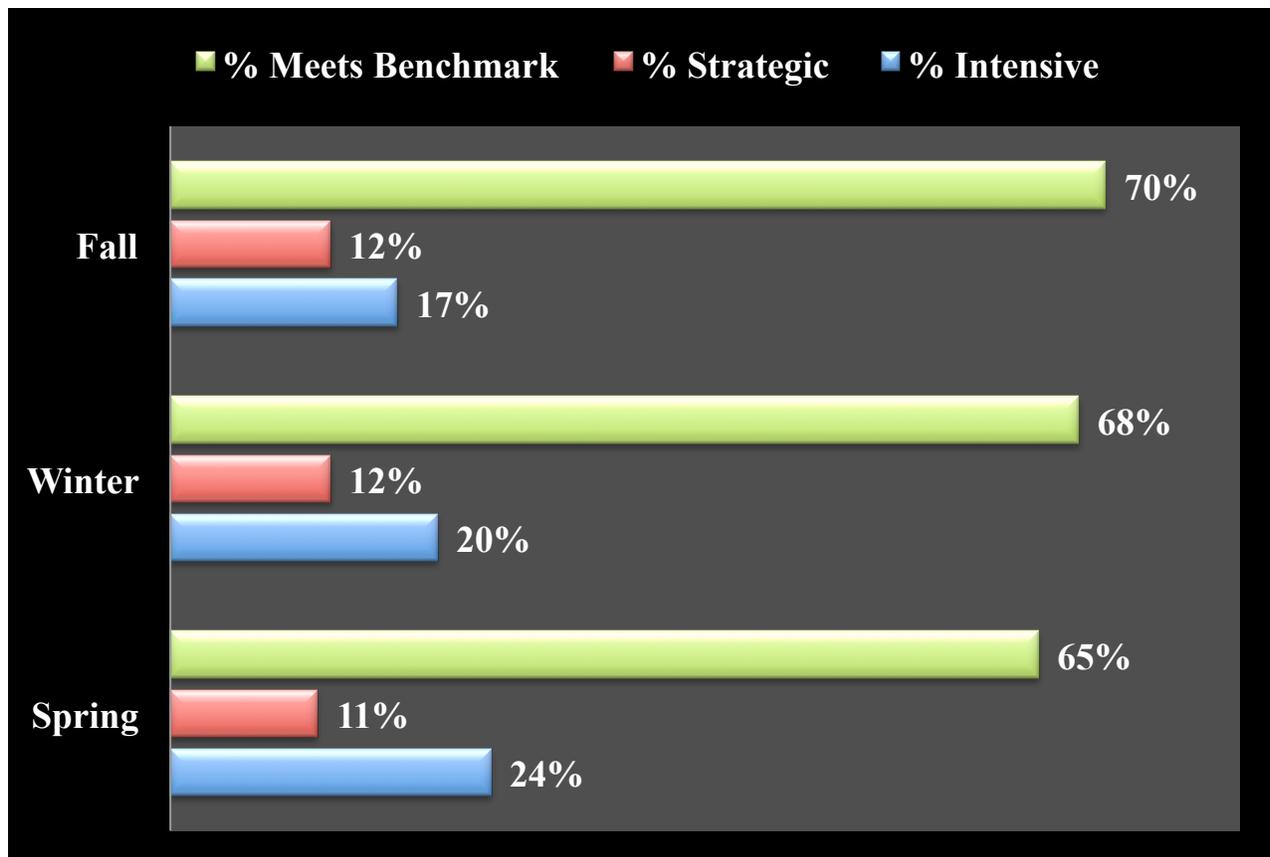
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS

The universal screener that we utilize in our district is called Dynamic Indicators of Basic Early Literacy Skills or DIBELS. DIBELS is a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. These assessments are designed to be short, one-minute fluency measures used to regularly monitor the development of early literacy skills. The DIBELS assessments are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

DIBELS SCORES (K-2 GRADE)

Percentage of Students Proficient By Indicators

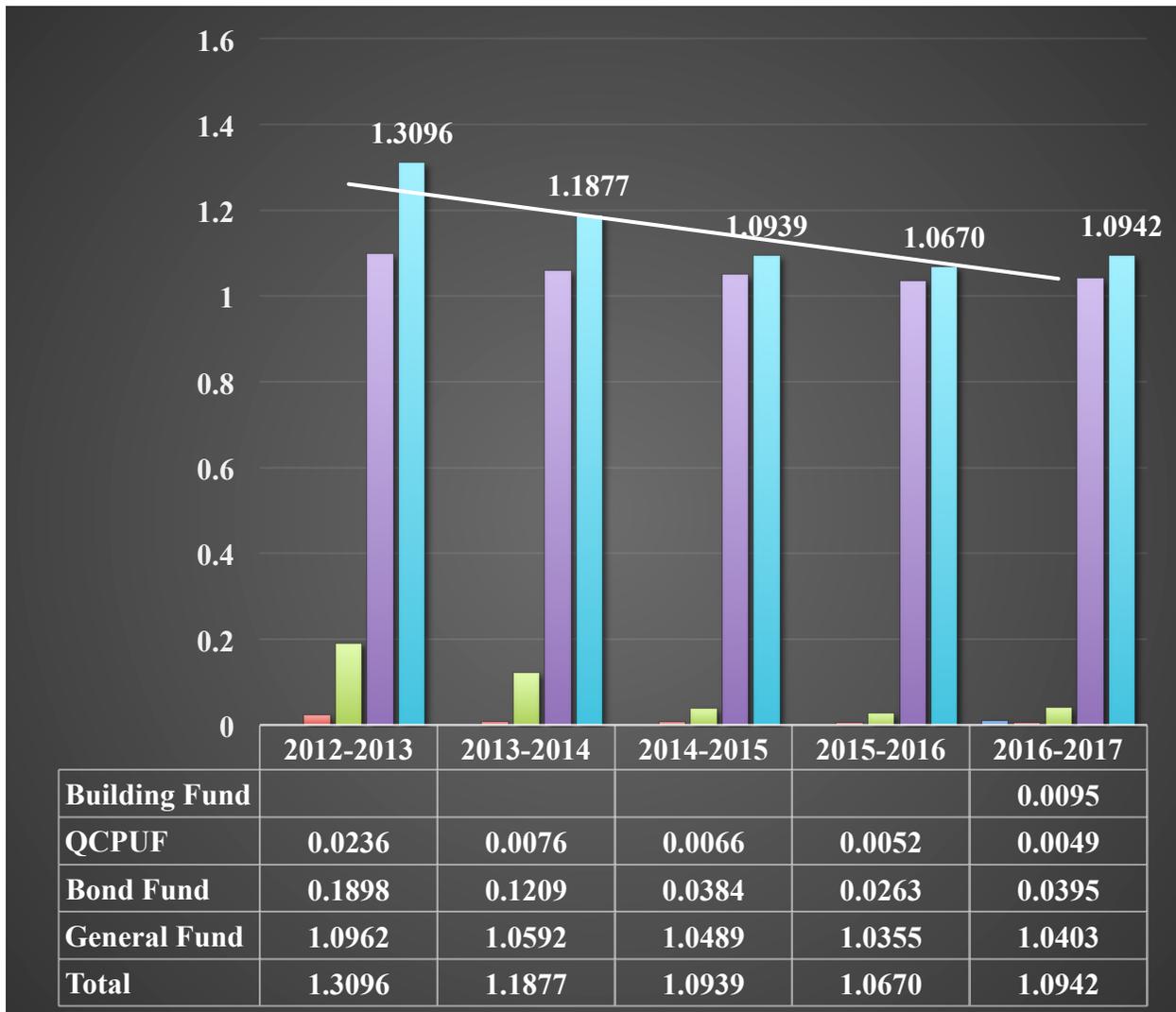
Date	# of students	Meets Benchmark (At Grade Level)	Strategic (Below Benchmark)	Intensive (Well Below Benchmark)
Fall 2016	81	70%	12%	17%
Winter 2016	85	68%	12%	20%
Spring 2017	84	65%	11%	24%



2016-2017 BUDGET INFORMATION

Southern Public Schools continues to operate a fiscally responsible budget with very little state aid. The Southern Public Schools property tax request for the 2016-2017 school year was \$4,475,542. The 2016-2017 property tax request saw an increase of \$384,630 (8.5%) from the 2015-2016 property tax request of \$4,090,912. The Southern Public Schools 2016 valuation was \$408,970,461. The 2016 valuation saw an increase of \$25,617,217 (6.6%) from the 2015 valuation of \$383,353,244.

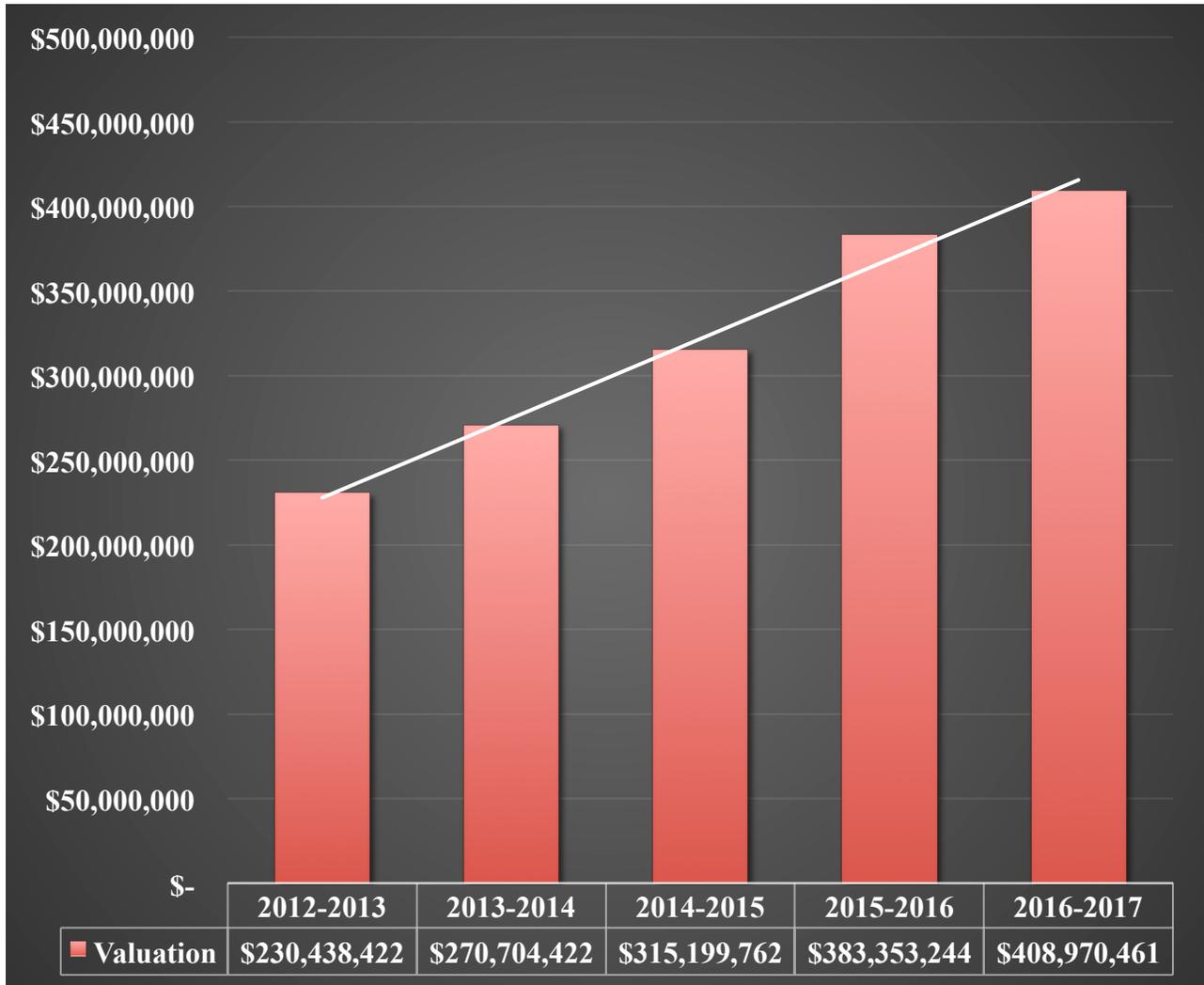
5-YEAR MILL LEVY COMPARISON



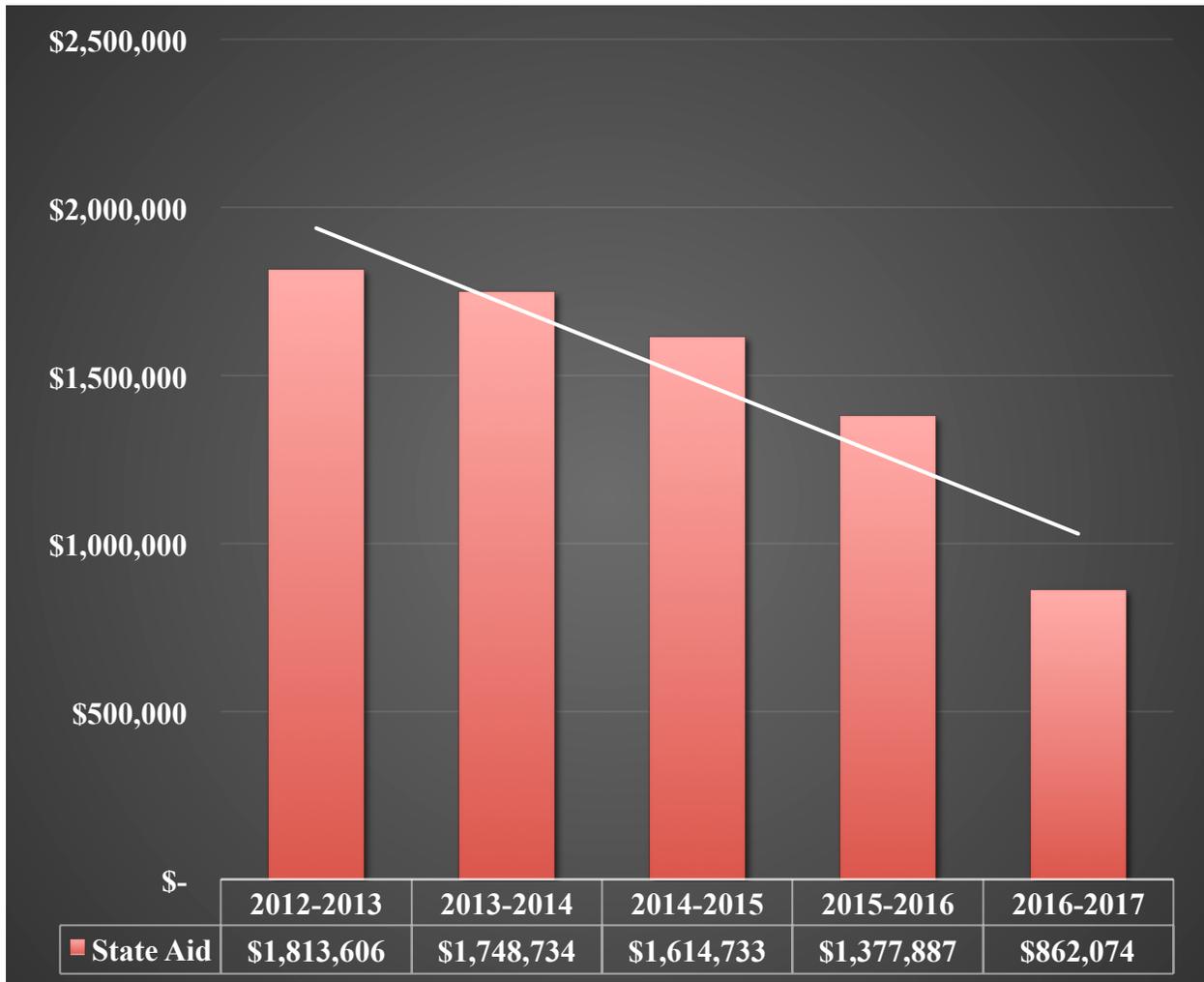
2016 VALUATIONS

County	2016
Gage County Valuation	\$407,602,041
Pawnee County Valuation	\$1,368,420
Total	\$408,970,461

5-YEAR VALUATION COMPARISON



5-YEAR STATE AID COMPARISON



Please feel free to contact me with any questions that you might have regarding the 2016-2017 Annual Report.

Dr. Christopher Prososki
Superintendent