

# Cedar Bluffs Schools



2020-2021

The Mission of Cedar Bluffs Public School and our “Kids First” Culture is to develop High Expectations through positive Relationships that will promote Respect, Accountability, Hard Work and Determination; ensuring that every student has the ability to succeed in the global society.



**KID FIRST ~ Atmosphere of Teaching and Learning ~ Culture of High Expectations**

## Board Members

President: Jeremy Pleskac

Members: Tim Shanahan, Shannon Lubker, Wes Giehler, Garlyn Grosse, Todd Thiesen

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## I. Demographics Report

Student enrollment numbers were gradually decreasing each year until 2012 and then since that time, we have seen a resurgence of enrollment doubling in number of students. Cedar Bluffs Public School enrollment is greatly affected by option enrollment numbers. In 2020-2021, option enrollment numbers were 219 students in and 60 out for a net option enrollment of 159 students K-12.

Grade by Grade Membership															
Year	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2010-2011	2	11	14	10	11	15	14	21	24	18	21	28	21	19	229
2011-2012	1	17	9	14	12	13	14	12	21	22	18	19	28	22	222
2012-2013	3	13	17	13	14	13	12	17	11	18	24	17	18	26	216
2013-2014	19	12	14	17	14	14	12	13	17	11	19	26	17	18	223
2014-2015	43	17	15	20	23	17	22	15	15	23	14	19	26	18	287
2015-2016	41	29	20	14	22	24	15	24	18	24	24	13	19	29	316
2016-2017	40	44	30	21	12	23	32	17	27	21	29	22	16	22	356
2017-2018	41	36	38	38	24	19	29	30	19	27	23	23	19	18	384
2018-2019	40	40	32	37	41	23	24	33	32	22	28	29	24	23	428
2020-2021	43	41	37	32	36	41	22	25	34	33	20	29	22	21	436

2020-2021 Student Demographics			2020-2021 Enrollment by Race & Ethnicity				
Characteristic	State	District	Race & Ethnicity	2016-17	2017-18	2018-19	2019-20
Eligible for Free & Reduced	45.60%	55.73%	Native American/Alaskan	4	2	0	1
English Language Learner	7.43	*	Asian	2	0	1	1
Qualifies for Special Education	15.56%	16.03%	African American/Black	10	16	15	13
Attendance Rate	94.30%	94.45%	Hispanic	29	29	23	23
High Ability Learner	13.37%	25.95%	2 or More Races	1	2	3	4
Graduation Rate	87.56%	95.24%	White	307	333	386	394

In 2020-2021 Cedar Bluffs Public School has 100% of their teachers that meet NCLB definition of “Highly Qualified”. Furthermore, according to the Nebraska Department of Education’s Rule 10 requirements, Cedar Bluffs Public School meets all teacher training qualifications. As the student population has grown, so has our teaching staff with a majority of new hires that have less master’s degrees and less experience. In 2017-18 Cedar Bluffs Public School provided teachers that were close to retirement with incentives to retire, so that trend will continue in the future. Although a fairly youthful staff, they are eagerly pursuing Master’s Degrees so we see that trending upward.

Years	Total Teacher FTE		Total Teacher Count with Masters Degrees		Percentage of Teacher Count with Master's Degrees		Average Years of Experience	
	State	District	State	District	State	District	State	District
2015-2016	23,001.85	24.75	12,491	7	53.07%	28.00%	14.14	14.32
2016-2017	23,322.10	25.90	12,922	7	54.14%	25.93%	14.09	14.30
2017-2018	23,492.07	31.50	13,199	8	54.92%	25.00%	14.03	12.06
2018-2019	23,702.34	36.30	13,570	10	55.99%	27.03%	14.01	7.84
2020-2021	23,855.86	36.50	13,694	11	56.17%	29.73%	13.96	7.97

## II. Financial Report

Cedar Bluffs Public School board and administration understands its fiduciary responsibility to the patrons of the district and continually evaluates and monitors expenditures and revenue with a long-term goal of remaining financially stable and reducing taxes when applicable. In 2005, the District lost over 40% of its valuation with legislation LB126 and the closing of Class 1 schools including District 11 located near Woodcliff. This land was annexed into Fremont and subsequently made the levy rise to \$1.3673. Since that time the district has lowered the levy by 25.82 cents. State Aid continues to increase due to enrollment increase as well, additional dollars from the State are given for Option Students. \*In 2018-19, the school saw its biggest drop in tax asking as the school board voted to lower the levy by 5 cents.

Year	Cedar Bluffs Public School District		Determined by Legislation		Per \$100	
	Certified Land Valuations	Percentage Change	State Aid	Change	Tax Levy	Change
2006-2007*	\$122,420,993.00	-40.60%	\$497,095.00	\$489,735.00	1.3673	0.2096
2012-2013	\$200,600,887.00	13.61%	\$396,943.00	-\$134,065.00	1.2092	-0.0397
2013-2014	\$236,204,698.00	17.75%	\$409,962.00	\$13,019.00	1.1997	-0.0095
2014-2015	\$269,204,698.00	13.97%	\$245,223.00	-\$164,739.00	1.1968	-0.0029
2015-2016	\$291,435,692.00	8.26%	\$429,597.00	\$184,374	1.1820	-0.0147
2016-2017	\$295,876,294.00	1.52%	\$839,997.00	\$410,400	1.1787	-0.0034
2017-2018	\$309,388,735.00	4.57%	\$2,002,812.00	\$1,162,815	1.1591	-0.0196
2018-2019	\$309,681,003.00	0.09%	\$2,019,393.00	\$16,581	1.1091	-0.0500*
2020-2021	\$310,659,628.00	0.32%	\$3,081,374.00	\$1,061,981	1.0990	-0.0101

## III. Academic Report

The State of Nebraska no longer ranks schools, but insteads determine if a school is Excellent, Great, Good or Needs Improvement based on academic tests. Only 10% of schools in Nebraska will be Excellent, 40% will be Great, 40% will be Good and 10% will be designated as Needs Improvement. The academic tests include State Wide testing in grades 3<sup>rd</sup> through 8<sup>th</sup> for Reading and Math, Science is tested in 5<sup>th</sup> and 11<sup>th</sup> grade only and the 11<sup>th</sup> Grade students are required to take the ACT test as their State mandated test. From these scores as well as other considerations called Evidence Based Analysis (EBA) that includes college and career readiness.

The 2020-2021 Classification is based on the 2018-19 Data,

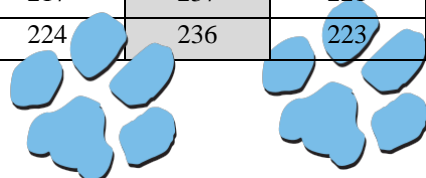
Cedar Bluffs Public School District was rated as: **GOOD**

The Cedar Bluffs Elementary School was rated as: **GREAT**

The Cedar Bluffs Secondary School was rated as: **GOOD**

Cedar Bluffs Public school uses MAP (Measures of Academy Progress) test to comply with Federal law. The MAP testing provides a strong correlation to the state NSCAS testing as well as providing in-depth data that will help drive teacher instruction. Since the MAP testing is a computer-based system, unlike the NSCAS it provides immediate feedback for our teachers to make adjustments and implement interventions.

National Standardized Test (MAP)									
(Winter) 2020-2021									
Class	Cedar Bluffs School		National Benchmark		Class	Cedar Bluffs School		National Benchmark	
	Reading	Math	Reading	Math		Reading	Math	Reading	Math
Grade 3	195	194	193	196	Grade 8	214	223	218	224
Grade 4	204	208	202	206	Grade 9	217	231	219	226
Grade 5	215	220	209	214	Grade 10	217	237	221	229
Grade 6	213	218	213	219	Grade 11	224	236	223	231
Grade 7	213	222	214	221					



## DUE TO COVID-19 NO ACT TEST OR NSCAS WERE CONDUCTED IN 2019-2020

In 2016, the State required all schools to use the ACT test as the Junior level State Mandated test. Cedar Bluffs Public School has relatively small classes and therefore are more affected by a single low score as compared to the State or other larger districts who can absorb those outliers. \*In 2017-2018, the State gave Cedar Bluffs three zeroes for students who had moved out of our district but not re-enrolled in another district in the State.

ACT (American College Testing) Range: 1-36							ACT (American College Testing) Percent Meeting Expectation						
Year	ELA		Math		Science		Year	ELA		Math		Science	
	District	State	District	State	District	State		District	State	District	State	District	State
*2017-2018	13.5	17.6	15.0	18.9	15.6	19.3	*2017-2018	9%	50%	32%	50%	27%	54%
2018-2019	15.5	17.7	18.9	18.9	19.1	19.0	2018-2019	35%	51%	53%	52%	59%	53%
2020-2021	17.5	16.8	17.5	18.0	18.3	18.3	2020-2021	38%	46%	29%	44%	33%	50%

## Nebraska State Assessment Results (NSCAS)

The Nebraska Department of Education annually assesses all public schools in the state of Nebraska. Cedar Bluffs Public School adheres to all statewide assessments testing 3<sup>rd</sup> through 8<sup>th</sup> grade for reading and math. Science is tested at 5<sup>th</sup> and 8<sup>th</sup> grade only. In 2016 the State changed the 11<sup>th</sup> grade test to the ACT and changed the reading and writing tests to an English Language (ELA) test. Cedar Bluffs Public School is dedicated to improving all student test scores.

READING								
Percentage of All Students Meeting or Exceeding the State Standard								
Grade	2016-2017 NEW ELA		2017-2018		2018-2019		2020-2021	
	District	State Average	District	State Average	District	State Average	District	State Average
3 <sup>rd</sup>	48%	53%	48%	53%	57%	56%	68%	50%
4 <sup>th</sup>	47%	56%	47%	56%	70%	58%	54%	53%
5 <sup>th</sup>	64%	51%	64%	51%	39%	48%	41%	46%
6 <sup>th</sup>	50%	47%	50%	47%	46%	49%	38%	46%
7 <sup>th</sup>	35%	47%	35%	47%	41%	49%	30%	44%
8 <sup>th</sup>	23%	51%	23%	51%	25%	50%	52%	50%

MATH								
Percentage of All Students Meeting or Exceeding the State Standard								
Grade	2016-2017		2017-2018		2018-2019		2020-2021	
	District	State Average	District	State Average	District	State Average	District	State Average
3 <sup>rd</sup>	62%	75%	61%	50%	62%	55%	59%	47%
4 <sup>th</sup>	88%	76%	32%	50%	65%	51%	51%	45%
5 <sup>th</sup>	55%	77%	64%	50%	54%	54%	45%	46%
6 <sup>th</sup>	53%	70%	43%	55%	52%	55%	46%	47%
7 <sup>th</sup>	57%	69%	45%	49%	34%	48%	15%	46%
8 <sup>th</sup>	37%	65%	31%	50%	35%	47%	41%	45%

SCIENCE						
Percentage of All Students Meeting or Exceeding the State Standard						
Grade	2017-2018		2018-2019		2020-2021	
	District	State Average	District	State Average	District	State Average
5 <sup>th</sup>	75%	69%	58%	68%	Pilot Phase	No Data
8 <sup>th</sup>	46%	66%	40%	62%	Pilot Phase	No Data

## IV. School Improvement

Through a process of continual school improvement and professional development, the staff at Cedar Bluffs Public School believes in three overarching goals. First is to develop a “Kid First” approach, where all decisions will be made based on what is in the best interest of the students. Second is to foster an atmosphere of “Teaching and Learning” where all staff members feel they have ownership of student learning and are willing to grow as professionals. And third, Cedar Bluffs Public School will develop a culture of “High Expectations” in all we do, be it in the classroom, the court or the community; we will strive, as a district to excel.

In 2020-2021 the school improvement goals were:

**All students will demonstrate improvement in personal responsibility across the curriculum.**

**All students will improve reading comprehension & writing skills in all areas of the curriculum.**

**All students will improve math skills in all areas of the curriculum.**



College and Career readiness classes are also available with internships and several certifications available for high school students. Cedar Bluffs Public School also pays \$600 toward college classes for all juniors and seniors each year so our graduates can get a jump of earning college credits.

## Professional Development

Cedar Bluffs Public School is committed to developing a strong and strategic professional development plan that includes Professional Learning Communities where staff members meet weekly to discuss student data and instructional planning. All staff are invited to attend the Wednesday morning technology trainings before school to further their understanding of technology that is conducted by the technology team. Furthermore, all staff members are required to be part of one of the school improvement committees reporting to the staff leadership team. The staff leadership team is a committee that guides the administration in making system wide changes to further the mission of the school. Staff members serving on the staff leadership team are voted on by other staff members. Other afternoons and mornings are set aside for regularly scheduled grade level and subject matter meetings. First-year teachers are given time away from the classroom to develop lessons and observe other teachers and participate in a beginning teacher professional development conducted by ESU 2 once a month. Carrying on a tradition of helping new teachers through peer collaboration, veteran staff members are assigned as mentor teachers to guide new teachers. Our primary focus on professional development for all teachers this past year was on Marzano Instruction skills and L to J curriculum design with an on-going commitment to increasing technology in the classroom.

## Technology Integration

Cedar Bluffs Public School has always been a leader in using technology to increase student achievement. To that end our school has adopted a 24/7 learning environment where every student K-5 will have their own Ipad, every 6-12<sup>th</sup> student will have their own laptop. Interactive whiteboard are available for every staff member throughout the building and the school has a portable distance learning cart and a distance learning room where students have access to teachers throughout the state of Nebraska. The goal of the technology committee is to change the way teachers teach and students learn by becoming producers of technology rather than consumers, to that end the school did purchase a 3D printer. There are several Student Response Systems (SRS) that allow for student interaction that can be accessed by teachers. Cedar Bluffs Public School has implemented more STEM classes, including a robotics team, Cyber-Security team, and K-8<sup>th</sup> STEM awareness and development.