

Johnson County Central Public Schools



School Profile

Tecumseh Site
Grades PK - 4 and 9 -12
358 N 6th Street
Tecumseh, NE 68450
402-335-3320

Cook Site
Grades PK - 8
407 N 1st Street
Cook, NE 68329
402-864-4181



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Johnson County Central Public Schools



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**INTRODUCTION TO JOHNSON COUNTY CENTRAL SCHOOLS
2010-2011 JCC Board of Education & Faculty**

Board of Education

Greg Hunzeker, President
Sue Borchert, Vice President
Mike Gerdes
Barb Gottula
Teresa Goracke
Mike Remund

Administration

Jack Moles, Superintendent
Rick Lester, High School Principal
Rich Bacon, MS & Elementary Principal
Jon Rother, Elementary Principal

Office – Clerical

Laurie Badertscher, Business Manager
Bev Wiebke, High School Secretary
Julie Damme, Middle School Secretary
Mary Teten, Elem Secretary - Cook Site
Kerri Miller, Elem Secretary - Tecumseh Site

Secondary Teachers

Jane Antholz, Mathematics
Marsha Bacon, Spanish
Ronda Baumfalk, Language Arts
Dustin Buggi, Computers
Tom Doran, Music
Tania Durre, Language Arts
Bob Eichenberger, Science
Joni Fox, Art
Christy Hodges, Agriculture

Secondary Teachers, continued

Angie Huskey, Business
Chris Hutt, Physical Education
Andrew Johnson, Instrumental Music
Louie Keim, Science
Shelley Moles, Counselor
Steve Nolte, Social Studies
Joan Peters, Media
Rick Richard, Industrial Technology
Tina Richardson, Mathematics
Lisa Schuster, Special Education
Ben Swanson, Mathematics
Nick Weber, Social Studies

Middle School Teachers

Alta Bohling, Mathematics/Science
Kristin Brase, Counselor
Eleta Eisenhauer, Title I
Kirk Faris, Mathematics
Greg Morris, Industrial Technology
Lavonne Niedermeyer, Media
Jeanette Palmer, Language Arts
Jeff Robeson, Social Studies
Maggie Rother, Science
Dean Wellensiek, Physical Education

Elementary Teachers - Tecumseh Site

Janene Bartels, Grade 2
Judi Borrenpohl, Kindergarten
Tanya Crotty, Grade 3
Kayleen Doeden, Grade 2



Elementary Teachers - Tec Site, continued

Kelli Dorsey, Grade 4
 Robyn Faris, Grade 1
 Cheryl Grove, Preschool
 Robin Heidemann, Grade 3
 Sally Hutt, Grade 1
 Gail Hutt, Kindergarten
 Rebecca Kling, Special Education
 Colleen Naber, Grade 4
 Doug Schnack, Title I
 Lisa Weber, ELL

Elementary Teachers - Cook Site

Karla Benson, Grade 1
 Susan Dieckgrafe, Grade 3
 Reid Genuchi, Level 3
 Cinda Goodrich, Music
 Kathie Grotrian, Kindergarten
 Mandy Haufle, Special Education
 Carol Hemmingsen, Grade 2
 Ashley Juilfs, Grade 5
 Lisa Othmer, Preschool
 Julie Tubbesing, Grade 5

Non Certified Staff

Peggy Borrenpohl, Cook
 Ruth Bray, Cook
 Kathy Carmen, Cook
 Heather Clements, Aide
 Jo Gadeken, Head Cook
 Linda Goracke, Head Cook
 Lois Kage, Playground Aide
 Mildred Kaster, Special Education Aide
 Abby Klaasmeyer, Aide
 Lisa Kuhl, Nurse
 Susie Lacey, Aide
 Candy Laue, Aide
 Emily Lubben, Cook
 Ella Mae Mason-Manske, Cook
 Karen Mahoney, Aide
 Judy Morrissey, ELL Aide
 Connie Walters, Nurse

Aides

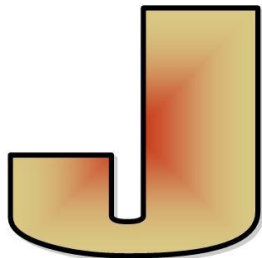
Vicki Mulholland, Aide
 Julie North, Special Education Aide
 Sharol Paulson, Aide
 Bruce Riensche, Maintenance
 Karla Smith, Technology Aide
 Betty Teten, Aide
 Nancy Thies, Aide
 Connie Watson, Aide
 Carol Wiebke, Cook



OUR MISSION STATEMENT

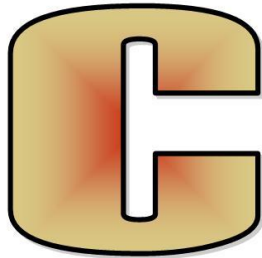
Johnson County Central Public Schools Mission Statement

Stipulates that the curriculum requirements of our graduates should be guided and supported by the following:



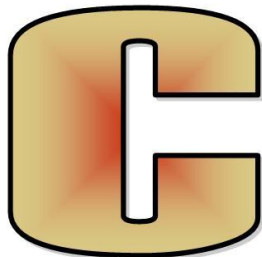
Journey of Excellence ...through

- * Demonstrating exceptional educational instruction and learning
- * Presenting a safe and drug-free setting that fosters the desire to learn
- * Encouraging progressive relevant student involvement
- * Respecting the contributions of all



reating lifelong learners ...by

- * Integrating technology throughout the curriculum
- * Focusing on developing problem solvers in the classroom
- * Stressing global perspective and the appreciation of diversity
- * Promoting the value of the arts and extracurricular endeavors as integral parts of the curriculum



itizens for tomorrow ...developed by

- * Preparing students to contribute positively in the family, school, community, and the world
- * Instructing and demonstrating respect for the environment
- * Establishing a partnership of service between school and community



OUR VISION

This Journey of excellence requires a commitment of all district members in preparing our students for their future. This ongoing venture is based on exceptional instructional practices and curriculum, quality staff, and expectations of success.

OUR PURPOSE

JOURNEY of excellence
CREATING lifelong learners and
CITIZENS for tomorrow



WHO WE ARE

Johnson County Central Schools is a Class 3 school district and was formed by the merger of Nemaha Valley Public Schools (located in Cook) and Tecumseh Public Schools in June of 2007. These two former school sites are still used as attendance centers for the newly formed school district. Currently, the Tecumseh site houses the PK-4 elementary grades and the 9-12 high school, and the Cook site houses the PK-3, 5-8 elementary and middle school. Besides Cook and Tecumseh, other towns served by this new district include Burr, Elk Creek, Lorton, and Talmage. The district encompasses four counties, which include Johnson, Nemaha, Otoe, and Pawnee. The entire district, School District Number 49-0050, has a total of 297 square miles. (See Map). There are a total of 526 students in the district. St. Andrews Parochial School, which is a K-5 Catholic education center located in Tecumseh, is within this district.

Johnson County Central is a unique, mid-western rural American school district. It is unique because of its large number of multicultural students. These students come from a wide variety of socioeconomic backgrounds and have had many and varied experiences. Being a newly created district, we are striving to establish our educational identity.

COMMUNITY INFORMATION

Tecumseh is the County Seat of Johnson County, and is the largest community in the district with a population of 1,716. The populations of the other communities are Burr - 66, Cook - 322, Elk Creek - 112, Lorton - 39, and Talmage - 268. The major employers of this district include Tecumseh State Correctional Institute, MBA Chicken Processing Plant and Johnson County Hospital. Many people enjoy the recreational activities that are offered within the area which include Tecumseh Public Golf Course, Harvest Bowling Alley, Tecumseh Municipal Swimming Pool, Tecumseh Public Library and many opportunities for hunting and fishing. Within the community the school has a partnership with Big Brothers/Big Sisters of America. The school also has a partnership with the Career Academy for health related careers. The Talmage Area Action Group is also a community service group, which awards points to students who are willing to do community service.



GENERAL SCHOOL INFORMATION AND POLICIES

Besides community organizations which benefit our students, Johnson County Central has three parent involvement groups. These groups include JCC Activity Boosters, JCC Music Boosters, and the newly formed JCC Parent Teacher Organization. The Activity Boosters help to enhance the students' athletic endeavors, and the Music Boosters help with both vocal and instrumental music activities and fund raising. The Parent Teacher Organization was recently created to aid funding for various requests.

Johnson County Central provides transportation to all students within the district. This transportation includes rural bus routes, shuttle buses to and from both sites, and shuttle vans for transportation of smaller groups of students. The total route mileage for Johnson County Central school district is 82,989 per year.

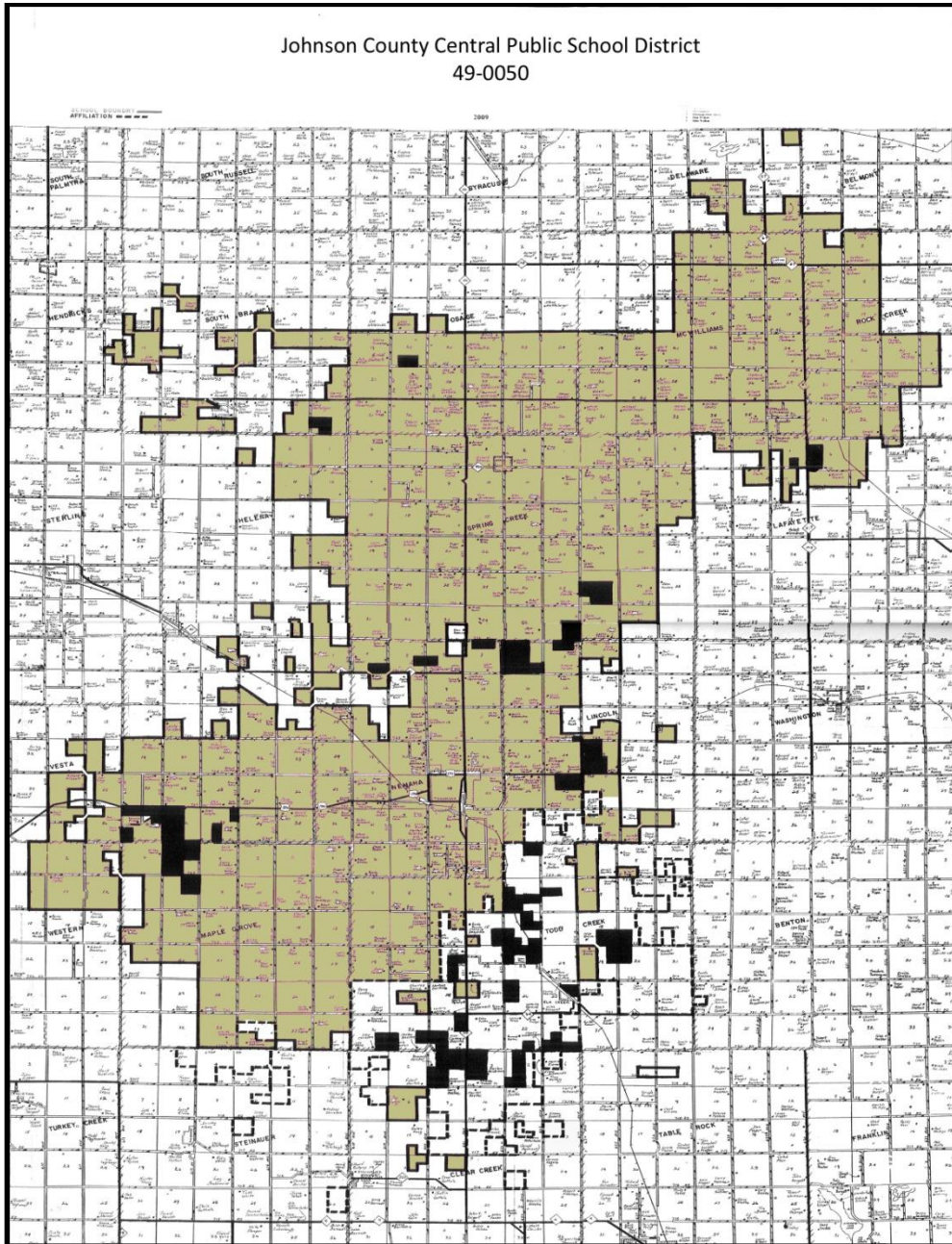
The policies which govern our school include Johnson County Central Board of Education policies. These policies are published in all of our handbooks. We have a Certified Teacher Handbook, a Non-Certified Staff Handbook, a Coaches Handbook, a Student Activities Handbook, and a Student Handbook, which clearly states all practices and policies of the district.



Johnson County Central Public Schools



DISTRICT MAP



Johnson County Central Public Schools



Student Data



STUDENT DEMOGRAPHICS

Johnson County Central places extremely high importance on attendance. Daily attendance is taken in each class at both sites. On a weekly schedule, that attendance is carefully analyzed and recorded. A student can only miss eight days per semester for any reason. If a student is absent for more than eight days in a semester, that student must attend Saturday school.

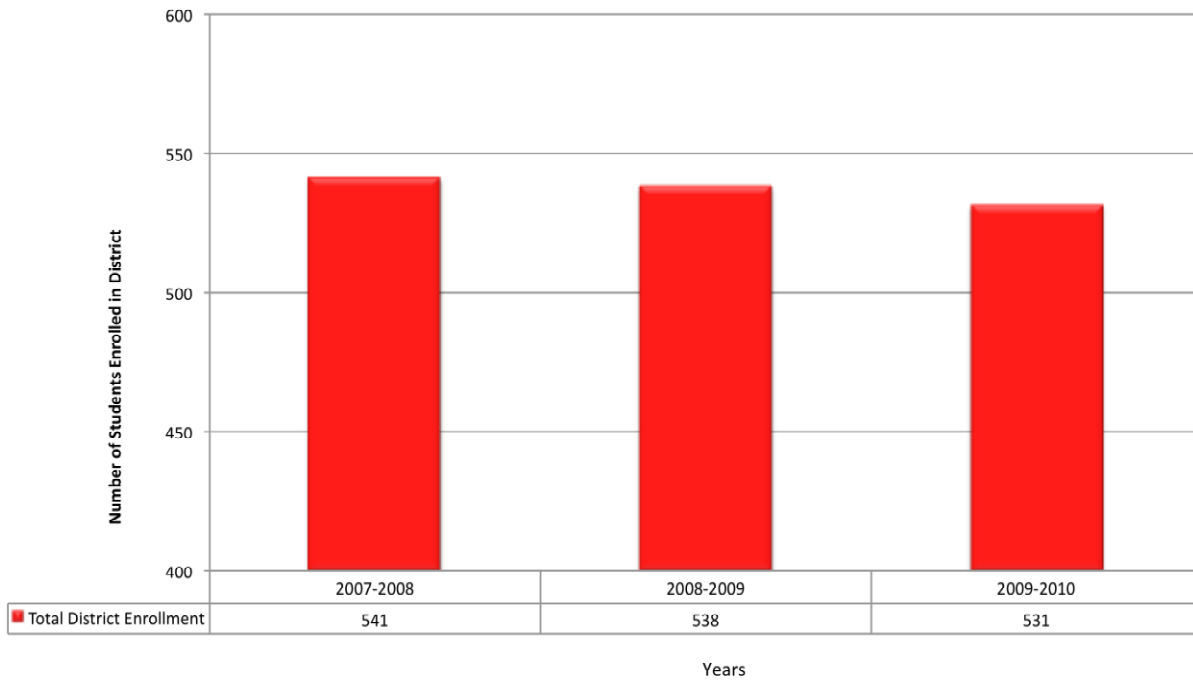
Classes offered within the high school and middle school include: Art, Math, Spanish, German (through distance learning), English/Language Arts, Information Technology, Vocal Music, Instrumental Music, Speech and Drama, Business, Physical/Health Education, Natural Science, Social Science, Agricultural Science, Library Science, Industrial Technology, Special Education and English Language Learners. The school also offers concurrent credit or college credit through Peru State College, Southeast Community College and Nebraska College of Technical Agriculture. Students at the High School level also have the opportunity to be involved in many organizations including Academic Decathlon, One-Act Play, Dramatic Plays and Musicals, Electric Vehicle, FFA, FBLA, Drama Team, Quiz Bowl, Science Bowl Team, Drug Free, Cheerleading, Y-Teens, CAN, National Honor Society, Morning Choir, Jazz Band, Student Council and Leadership Team (both high school and middle school). Athletic extracurricular activities include Girls Golf, Softball, Cross Country, Football, Volleyball, Basketball, Wrestling, Boys Golf and Track and Field.

The following graphs show student demographic data since the merger and include the 2007-2008, 2008-2009, and 2009-2010 school years.



ENROLLMENT

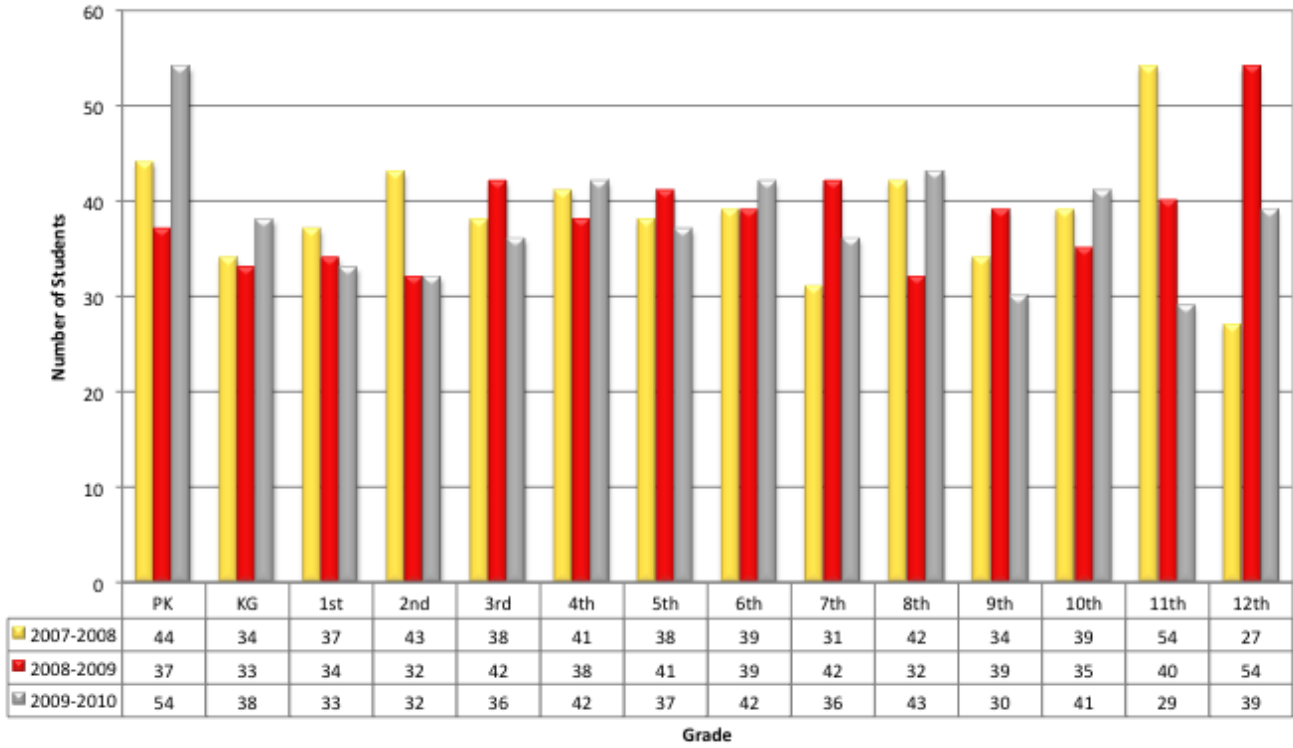
**Johnson County School District Enrollment
3 Year Comparison**





NUMBER OF STUDENTS PER GRADE

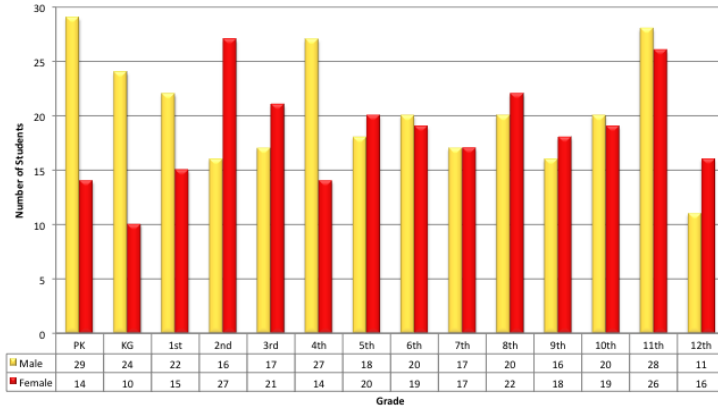
Number of Students per Grade
3 Year Comparison



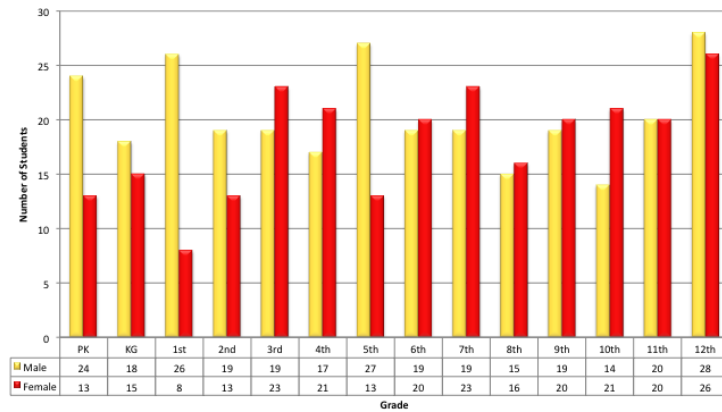


GENDER

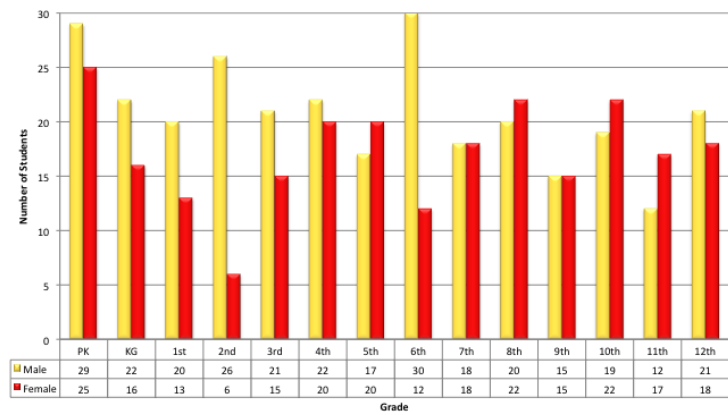
2007-2008
Student Gender



2008 - 2009
Student Gender



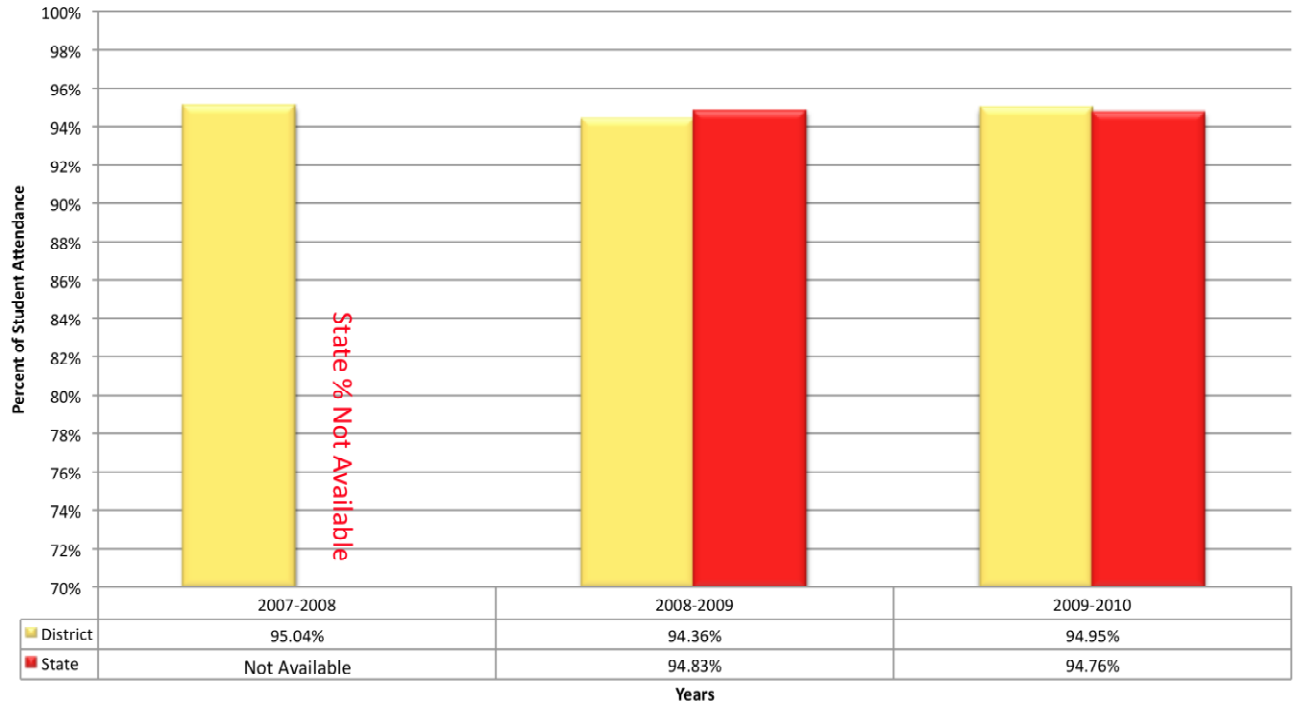
2009 - 2010
Student Gender





ATTENDANCE RATES

Student Attendance Rates - JCC School District & State
3 Year Comparison

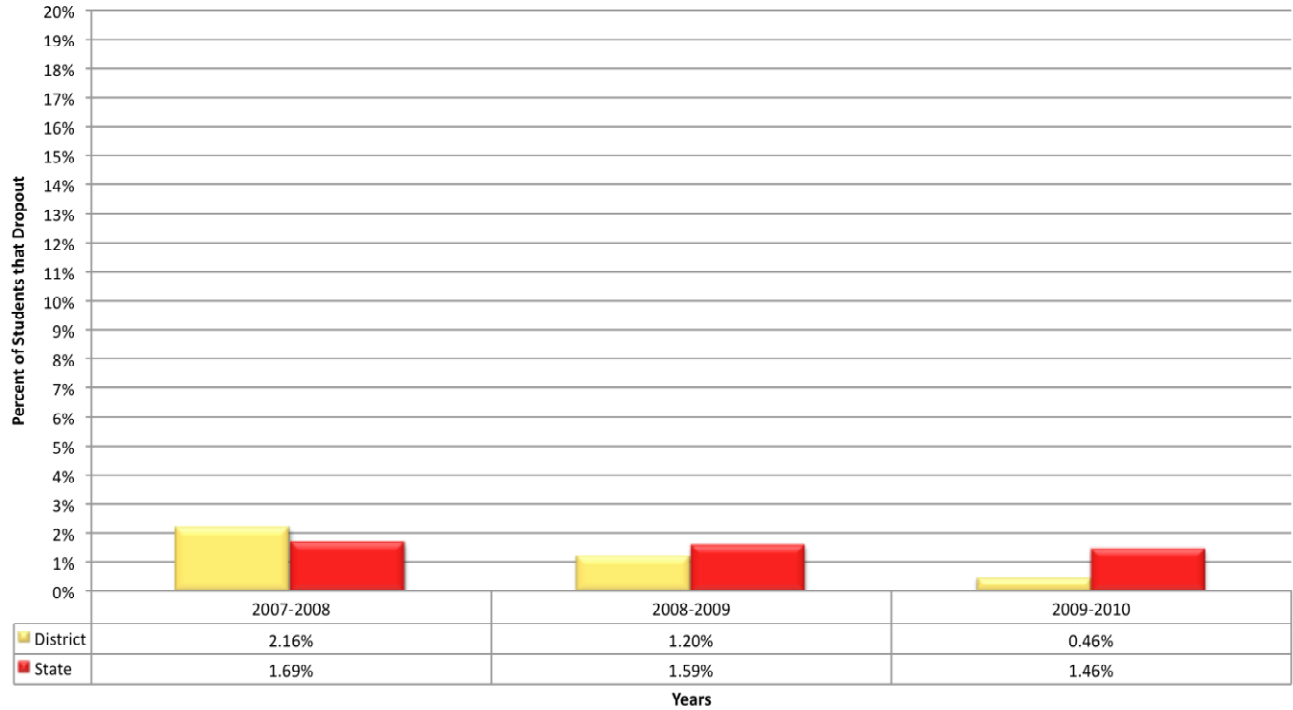


Johnson County Central’s attendance rate is comparable to the state attendance rate. Over the three-year period the attendance rate has remained approximately constant.



DROPOUT RATES

Student Dropout Rate - JCC School District & State
3 Year Comparison

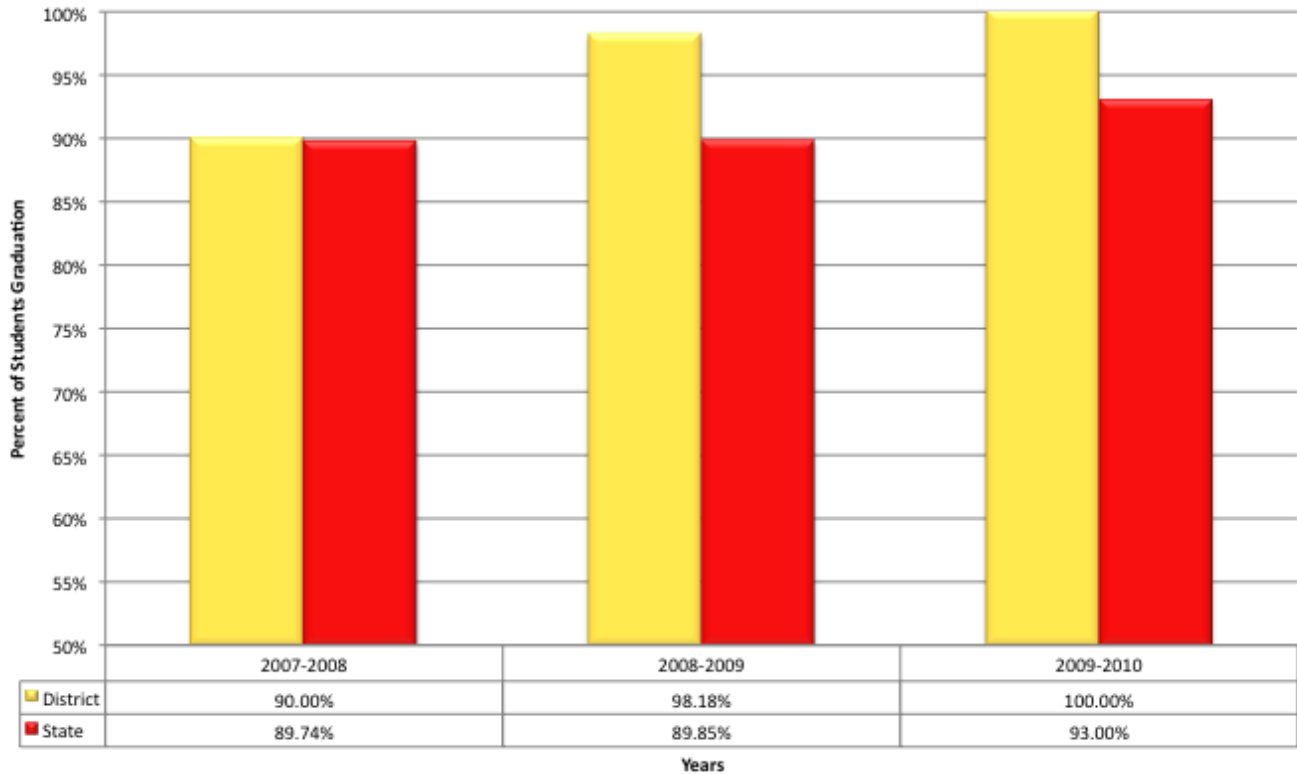


The dropout rate at Johnson County Central has declined by 1.7% over the three-year period. Although the district’s dropout rate during 2007-2008 exceeded the state rate, last year the district’s rate had decreased to 1% below the state dropout percentage.



HIGH SCHOOL GRADUATION RATES

High School Graduation Rates - JCC School District & State 3 Year Comparison

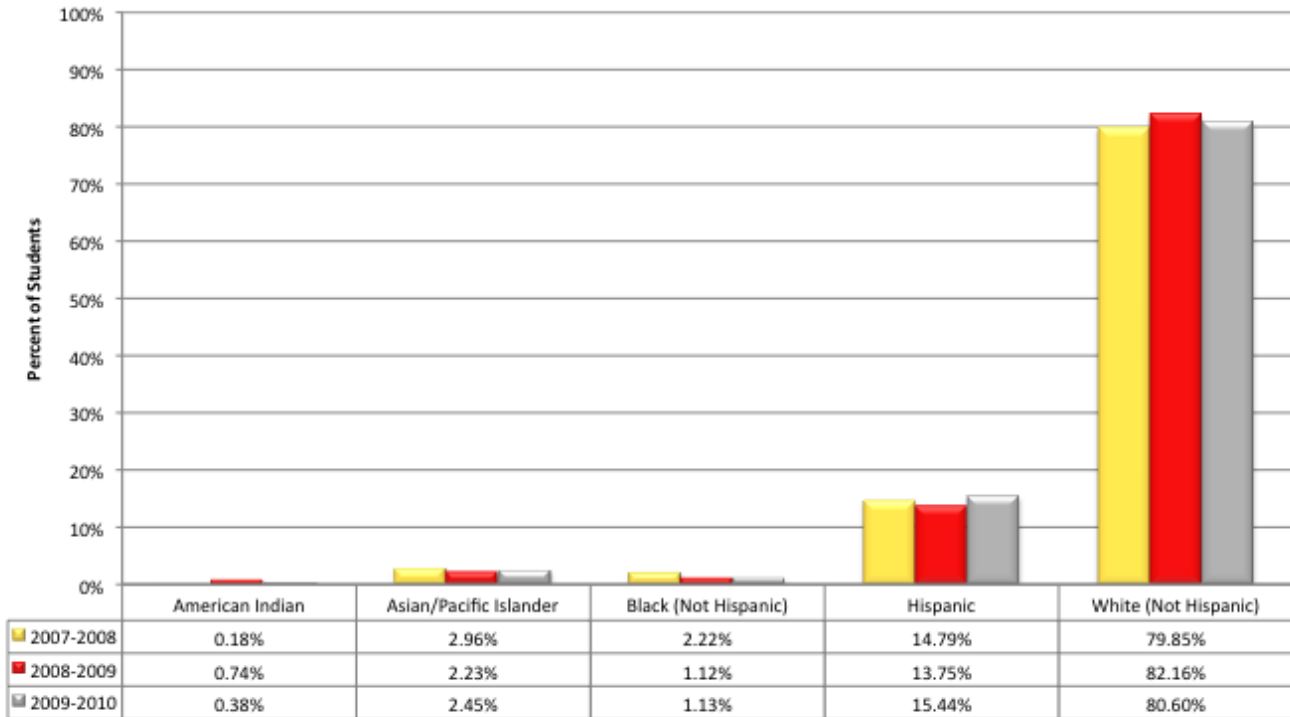


Johnson County Central’s High School graduation rates have exceeded the state graduation rates. The district has experienced an increase in the graduation rate over the three-year period. One hundred percent of the 2010 class graduated.



DEMOGRAPHICS

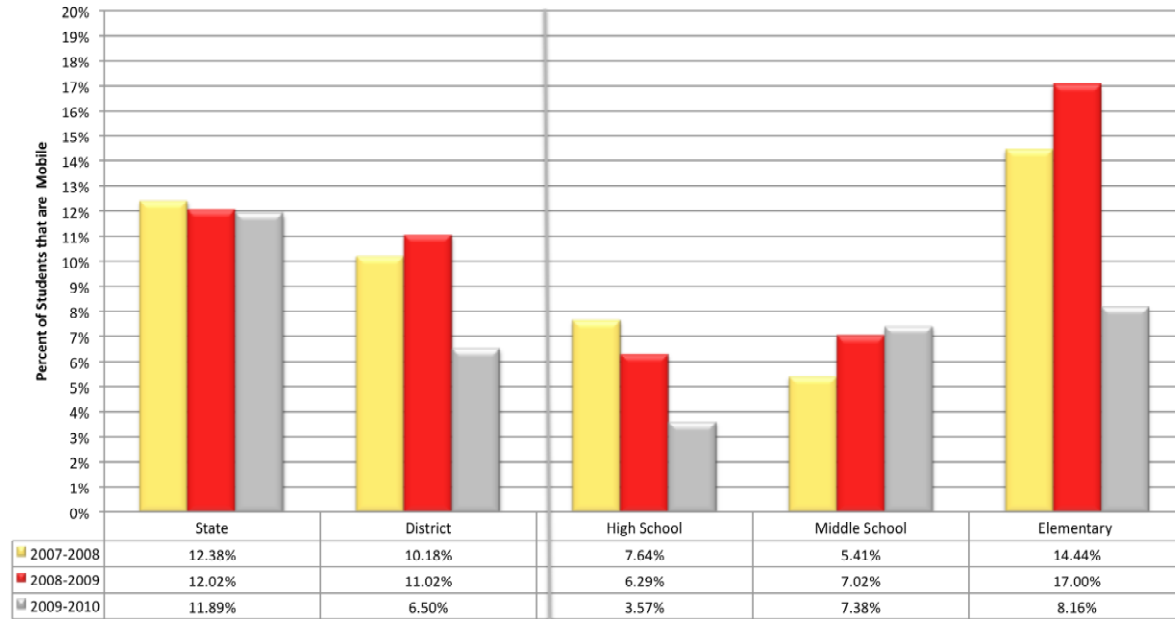
Demographics 3 Year Comparison





MOBILITY RATES

Student Mobility Rates
3 Year Comparison



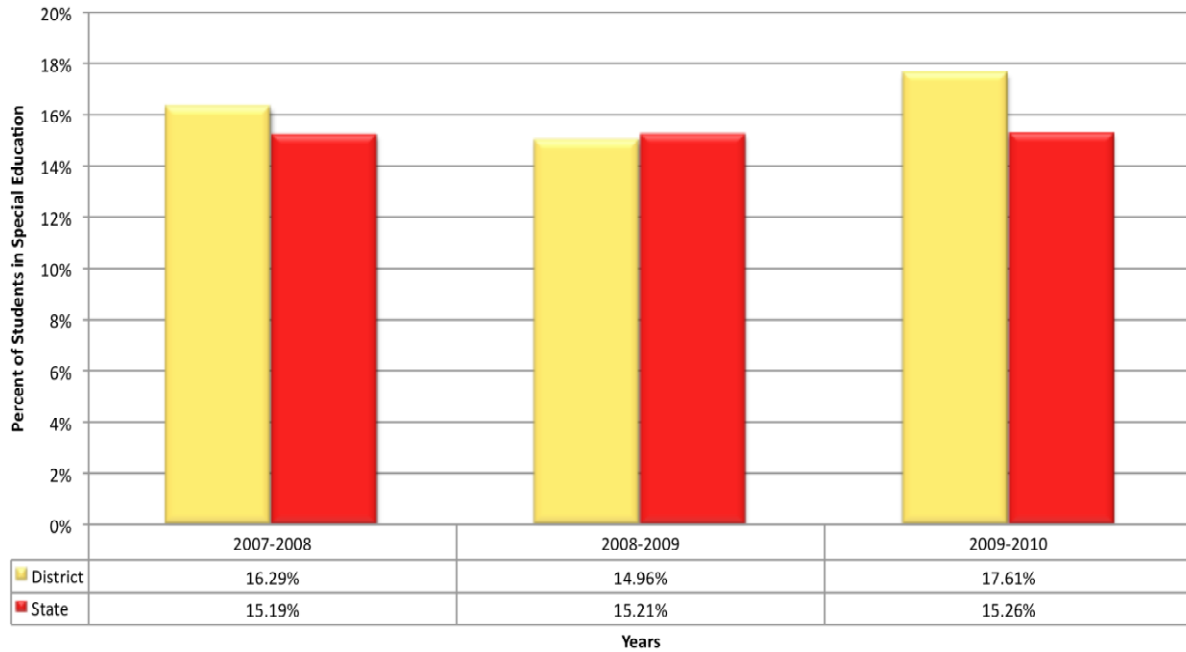
Johnson County Central as a district experienced a 4.48% drop in the number of students qualifying as being mobile as defined by the state. JCC’s mobility was below the state’s rate of mobility. The high school student population has had a decrease in mobility over the three-year period studied while middle school mobility percents have increased. Johnson County Central’s elementary percents of mobility are significantly higher than the high school and middle school rates. The elementary percent dropped 8.84% between 2008-2009 and 2009-2010.

INFORMATION NOTE: Any child who enters or leaves school between the last Friday in September and the last day of school in May is counted in the mobility rate. An individual child is counted only once.



SPECIAL EDUCATION RATES

Percent of Students in Special Education - JCC School District, State
3 Year Comparison

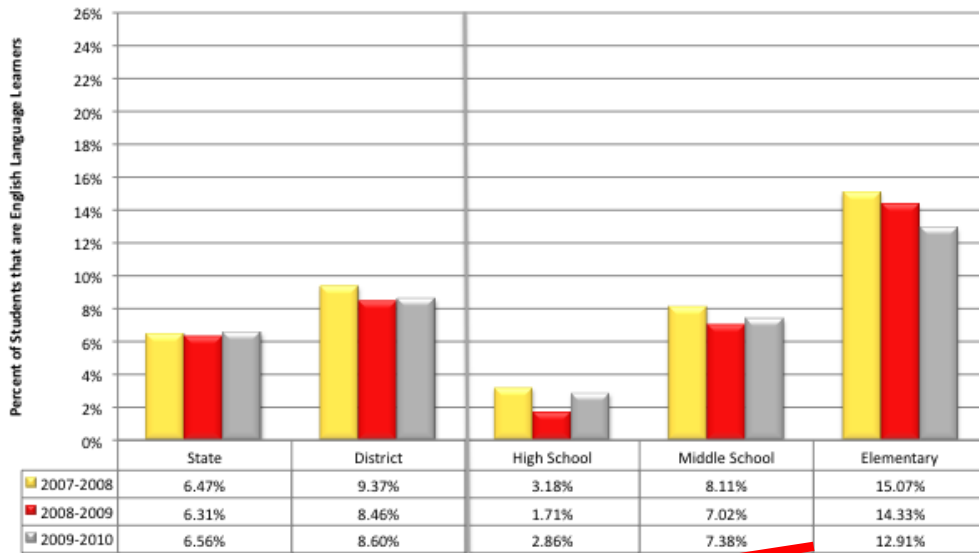


Two of the three years, Johnson County Central had a higher percentage of Special Education students than the state’s percentage of SPED students.



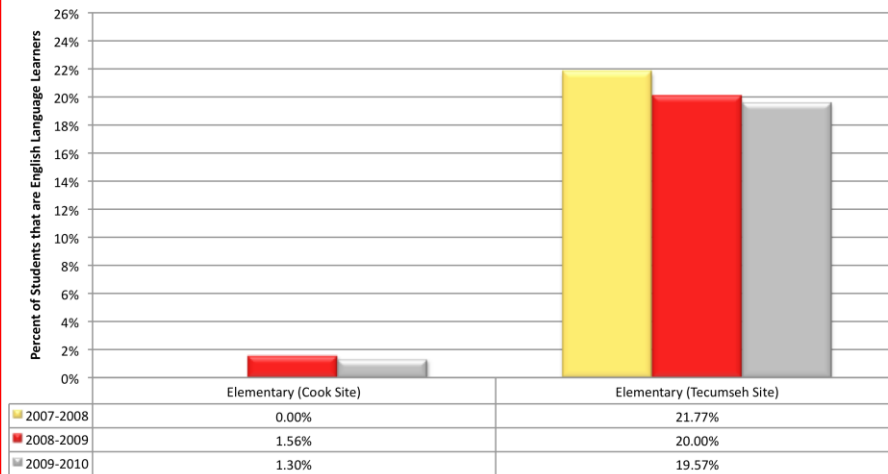
ENGLISH LANGUAGE LEARNER RATES

English Language Learners - State, JCC School District; High School, Middle School, Elementary School - 3 Year Comparison



The percentage of Johnson County Central English Language Learners (ELL) is higher than the state's percentage of ELL, therefore the district will need to continue to challenge achievement in education.

Percent of English Language Learners - Elementary (Cook Site) and Elementary (Tecumseh Site) 3 Year Comparison

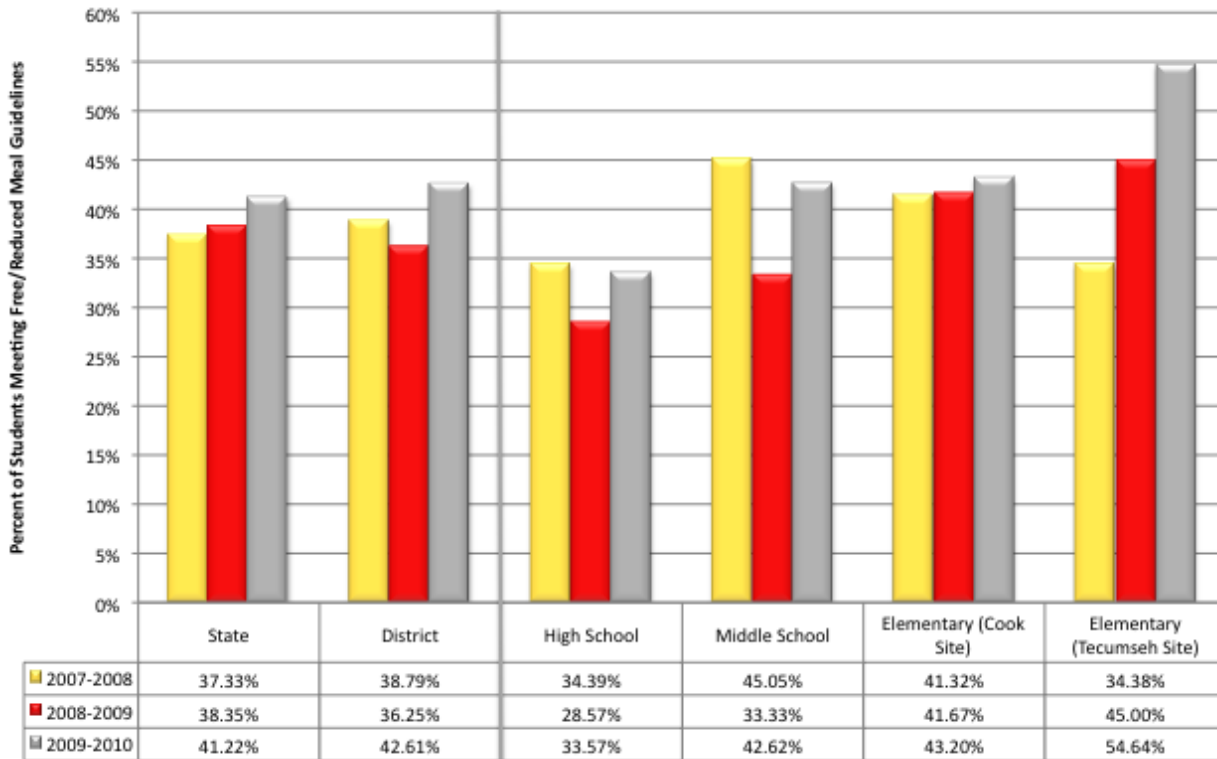


The ELL teacher is located at the Tecumseh Elementary site due to the need. Middle school students spend part of the day at the Tecumseh site for ELL instruction.



SOCIOECONOMIC STATUS: FREE/REDUCED MEALS

Socioeconomic Status: Free/Reduced Meals 3 Year Comparison



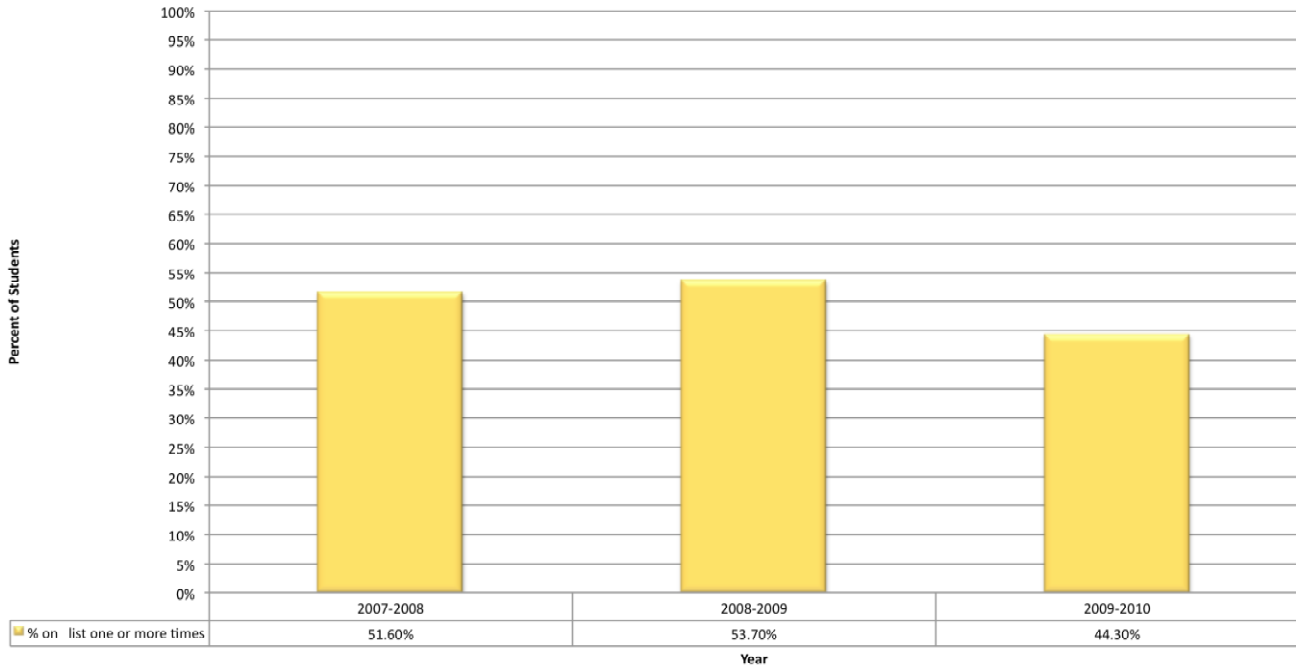
The percent of Johnson County Central students meeting federal guidelines for Free/Reduced priced meals is comparable to the state percent.

JCC anticipates the percent of students meeting the federal guidelines for Free/Reduced priced meals will increase based on the higher percents seen in the elementary grades.



DOWN LIST GRADES 9 – 12 PERCENT OF STUDENTS

Down List: Percent of JCC Grades 9-12 on Down List One or More Times
3 Year Comparison



Comparison of the percent of Grades 9 – 12 JCC students on down list one or more times over a three-year period:

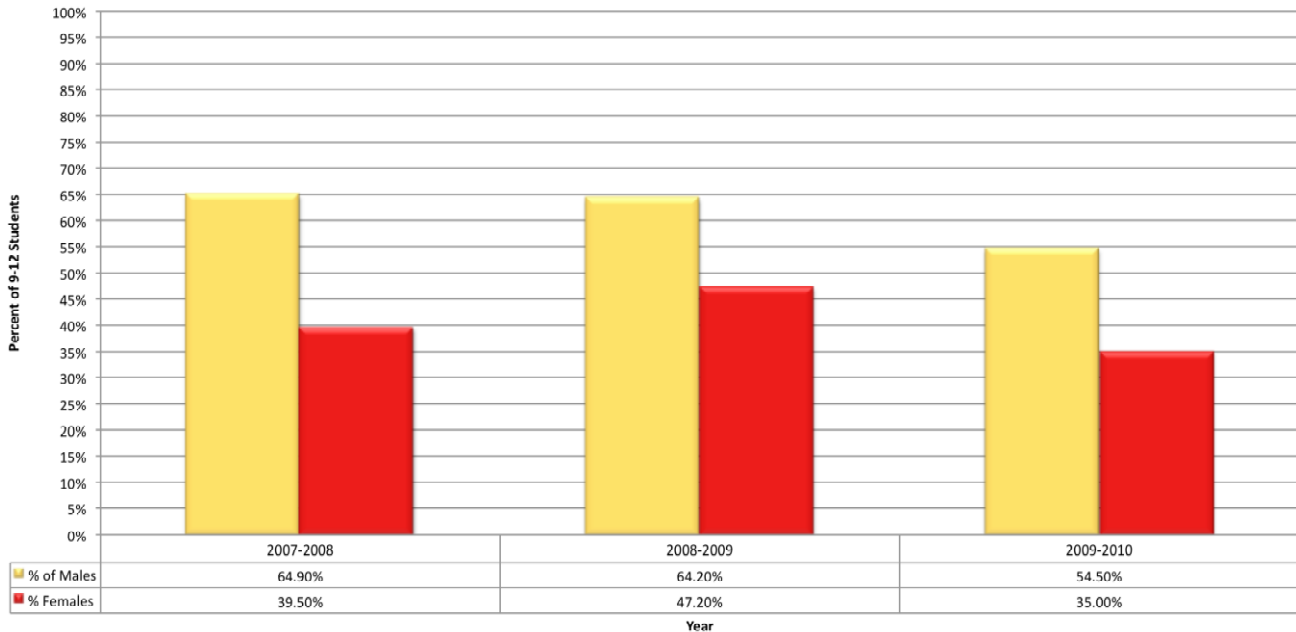
In 2007-2008 the percent of 9-12 students on the down list one or more times was slightly above 50%. The percentage of students on the down list one or more times remained around 53.7% in 2008-2009. During 2009-2010, there was a decrease of 9.4% in the number of down list students, dropping the percentage to 44.3%. Over the three-year period, the percent of 9-12 students remained relatively steady and then decreased in the final year by 9.4%.

INFORMATION NOTE: Students are placed on the down list for having a grade of 69% or below in any class. The down list is bimonthly.



DOWN LIST

**Down List: Percent of JCC Grades 9-12 Males & Females on Down List One or More Times
3 Year Comparison**



Summary of percent of Grades 9 – 12 JCC males & females on down list one or more times by year:

- 2007-2008: The percent of male students on the down list at least one or more times was 64.9% which was higher than the percentage of girls by approximately 25%.
- 2008-2009: The percentage of males on the down list, one or more times, was 64.2%. The percentage of females on the down list was 47.2%, which created a gap of 17% between the genders.
- 2009-2010: There were 54.5% of males on the down list and 35% of females. The number of males was still higher than females by 19.5%.

Comparison of percent of Grades 9 – 12 JCC males & females on down list one or more times over a three-year period:

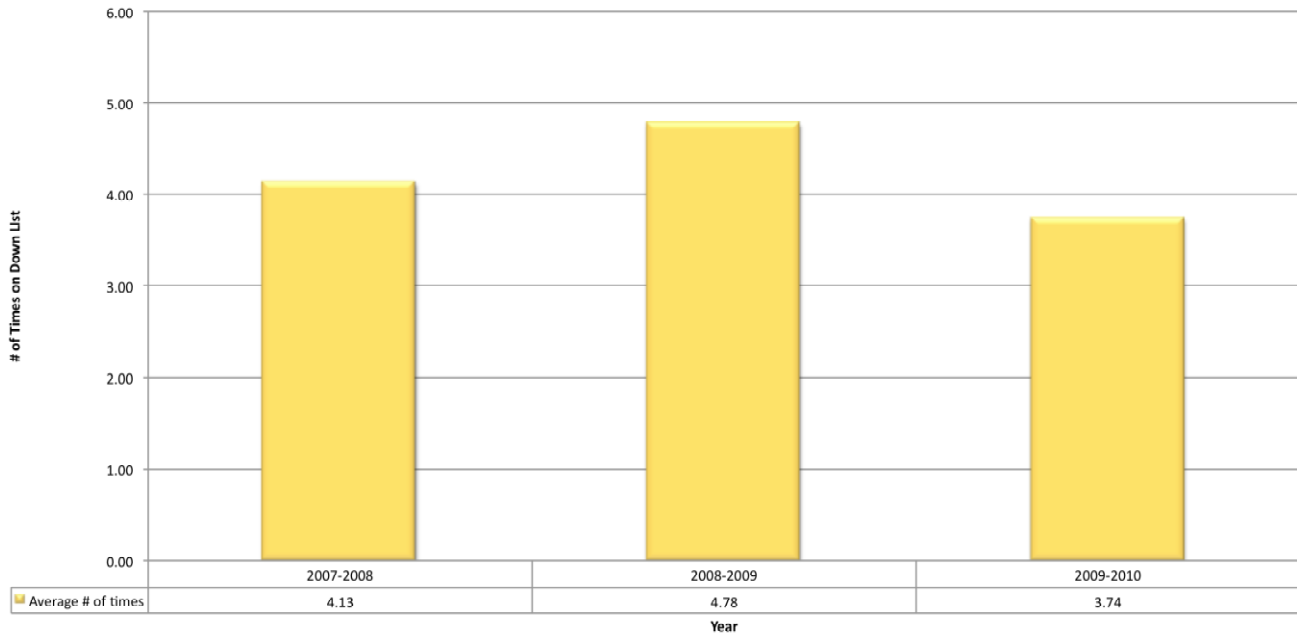
In the three year period there was a 10.4% decrease in the number of boys on the down list. Over this time period, the percentage of girls on the down list slightly increased and then decreased by 12.2 %. In these three years the percentage of boys on the down list was significantly higher than the percentage of girls.

INFORMATION NOTE: Students are placed on the down list for having a grade of 69% or below in any class. The down list is bimonthly.



DOWN LIST

**Down List: Average Times 9-12 JCC Students Reoccur on the Down List
3 Year Comparison**
(only includes students that have appeared on the down list)



Comparison of percent of Grades 9 – 12 JCC students on down list one or more times over a three-year period:

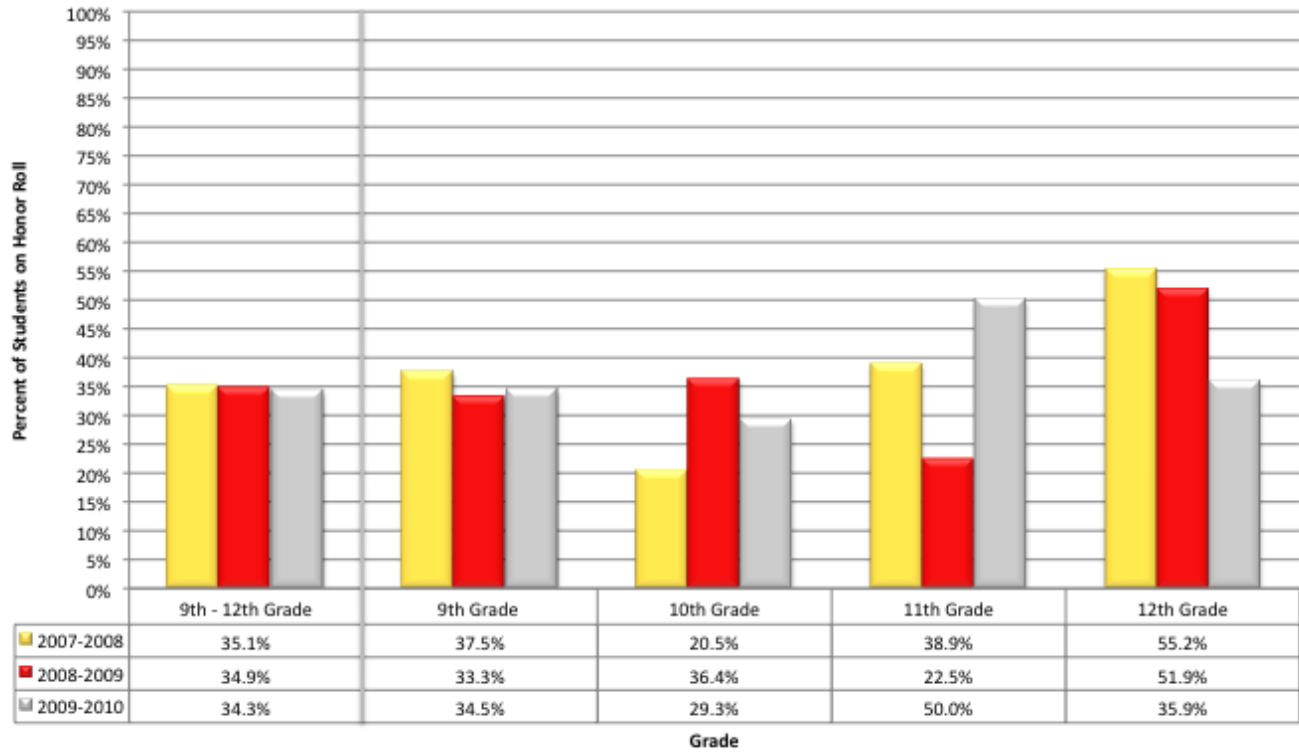
The average number of times a 9-12 student reoccurred on the down list in 2007-2008 was slightly more than four times in one year. During the 2008-2009 school year, the average times a student was on the down list was 4.78 times in the year. The average number of times a student was on the down list in 2009-2010 was lower, with an average of 3.74 times in the year. During the three-year comparison, there was a very slight increase followed by a decrease.

INFORMATION NOTE: Students are placed on the down list for having a grade of 69% or below in any class. The down list is bimonthly.



HONOR ROLL

High School Honor Roll (Percent of JCC 9-12 students on Honor Roll one or more times) 3 Year Comparison



Over a three-year period, the percentage of students in 9th through 12th grade that were on the honor roll remained relatively consistent, slightly decreasing from 35.1% in 2007-2008 to 34.3% in 2009-2010. The percentage of 9th graders decreased in the three years from 37.5% to 34.5%, while the 12th grade decreased from 55.2% to 35.9%. There was an increase in the percentage of 10th graders on the honor roll by 8.8% and an increase in the percentage of 11th graders of 11.1%. The 11th grade had the highest percentage, 50% of students in 2009-2010.



ELEMENTARY COURSES

- Accelerated Reading
- Art
- Computers
- Guidance
- Language Arts
- Math
- Media Arts
- Music
- Physical Education
- Phonics
- Reading
- Social Science
- Spanish
- Spelling

MIDDLE SCHOOL GRADES 6 – 8 COURSE OFFERINGS

COMPUTERS

- Computer Application 6
- Computer Application 7
- Computer Application 8
- Keyboarding 6

FINE ARTS

- Art 6
- Art 7
- Art 8
- Band 6
- Band 7/8
- Chorus 6
- Chorus 7
- Chorus 8
- Music Movement

INDUSTRIAL ARTS

- Industrial Technology 7
- Industrial Technology 8

LANGUAGE ARTS

- Language Arts 6
- Language Arts 7
- Language Arts 8
- Reading 6
- Spanish 7
- Spanish 8

MATHEMATICS

- Algebra I
- Math 6
- Math 7
- Math Topics
- Personal Finance 7
- Pre-Algebra 7
- Pre-Algebra 8

PHYSICAL EDUCATION

- Fitness 6
- Physical Education 6
- Physical Education 7
- Physical Education 8

SCIENCE

- Science 6
- Science 7
- Science 8

SOCIAL SCIENCE

- Social Studies 6
- Social Studies 7
- Social Studies 8
- Modern Issues 7
- Modern Issues 8

STUDY HALL



HIGH SCHOOL GRADES 9-12 COURSE OFFERINGS

ACADEMIC DECATHLON

AGRICULTURE

- FFA
- Agricultural Science
- Leadership

BUSINESS EDUCATION

- Information Technology Applications
- Accounting
- Advanced Accounting
- Accounting III
- Management
- Marketing
- Personal Finance
- Business Law

COMPUTERS

- Cisco I
- Cisco II
- Cisco III
- Cisco IV
- Web Design
- Web Design II
- Intro. to Computer Programming

DRIVER EDUCATION

FAMILY & CONSUMER SCIENCES

- Independent Living

FINE ARTS

- Art I
- Art II
- Art III
- Art IV
- Graphic Design
- Instrumental Music
- Vocal Music
- Music Theory I
- Music Theory II

INDUSTRIAL ARTS

- Exploring Industrial Systems
- Electrical Vehicle I
- Electrical Vehicle II
- Manufacturing Woods
- Advanced Manufacturing Woods
- Construction Home Maintenance
- Drafting I
- Drafting II
- Drafting III
- Welding I
- Welding II
- Welding III

LANGUAGE ARTS

- English I
- English II
- English III
- Advanced English III
- English IV
- Advanced English IV
- Creative Writing
- Young Adult Literature
- Drama/Speech
- Journalism
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- German I (via distance learning)
- German II (via distance learning)

MATHEMATICS

- Applied Math I
- Applied Math II
- Beginning Algebra
- Geometry
- Advanced Algebra
- Business Math

- Finite
- Trigonometry
- Pre-Calculus
- Statistics
- Calculus
- Calculus II

PHYSICAL EDUCATION

- Physical Education
- Health
- Advanced Physical Education
- Strength Training
- Introduction to Health Sciences
- Medical Terminology I

SCIENCE

- General Science
- Biology I
- Biology II
- Botany
- Chemistry I
- Chemistry II
- Physiology
- Zoology
- Food Science
- Physics

SOCIAL SCIENCE

- Geography
- World History
- Economics
- Criminal Justice
- U.S. Military History
- Modern U.S. History
- Psychology
- Sociology
- Modern Problems
- American History
- American Government

STUDENT ASSISTANT

STUDY HALL



STUDENT ACTIVITIES and ATHLETICS

ACTIVITIES

- Academic Decathlon
- All School Play
- Annual/Yearbook
- Art Club
- FBLA
- FFA
- Instrumental Music
- Musical
- National Honor Society
- One Act Play Production
- Speech Team
- Student Council
- Summer Band
- Thunderbird Club
- Vocal Music
- Y-Teens

ATHLETICS

- Football
- Softball
- Volleyball
- Boys Cross Country
- Girls Cross Country
- Boys Basketball
- Girls Basketball
- Wrestling
- Boys Golf
- Girls Golf
- Boys Track
- Girls Track
- Cheerleader
- JH Football
- JH Volleyball
- JH Boys Basketball
- JH Girls Basketball
- JH Boys Track
- JH Girls Track
- JH Wrestling

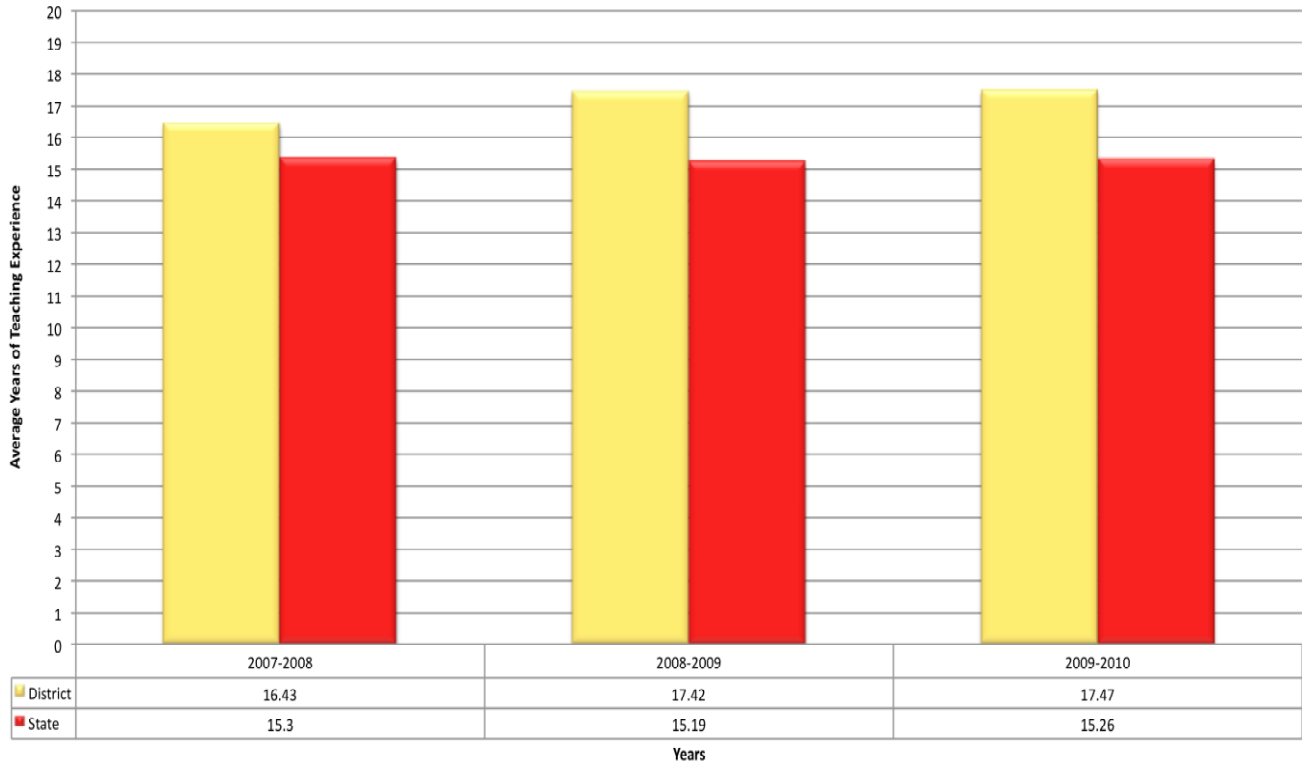
*Johnson County Central
Public Schools*



Teacher Data

TEACHER EXPERIENCE

Average Years of Teaching Experience - 3 Year Comparison
JCC School District & State



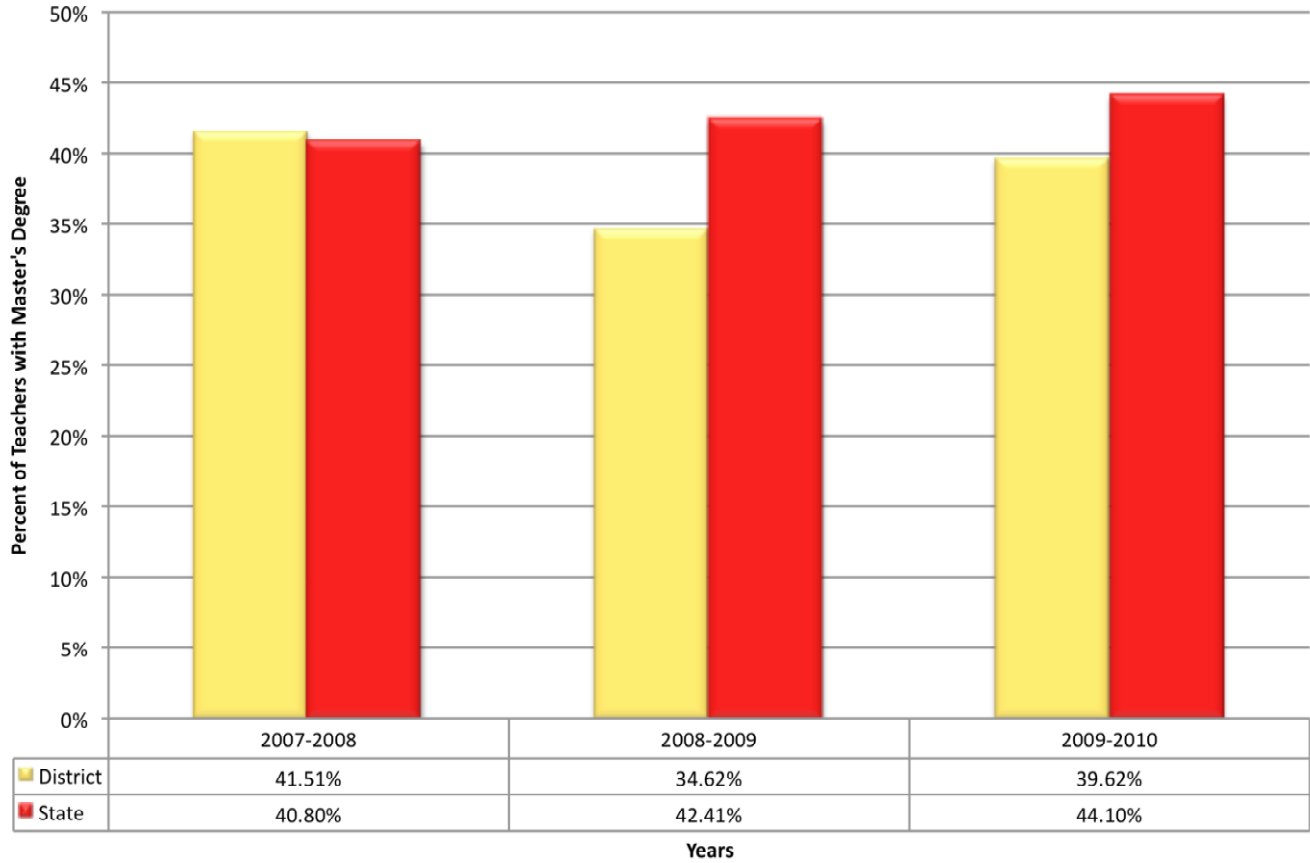
Teachers at Johnson County Central have an average number of years of teaching experience greater than the state average years of teaching experience.

Johnson County Central's average years of teaching experience has increased over the three-year period.



TEACHERS WITH MASTER’S DEGREES

Percent of Teachers with Master's Degrees - JCC School District & State
3 Year Comparison



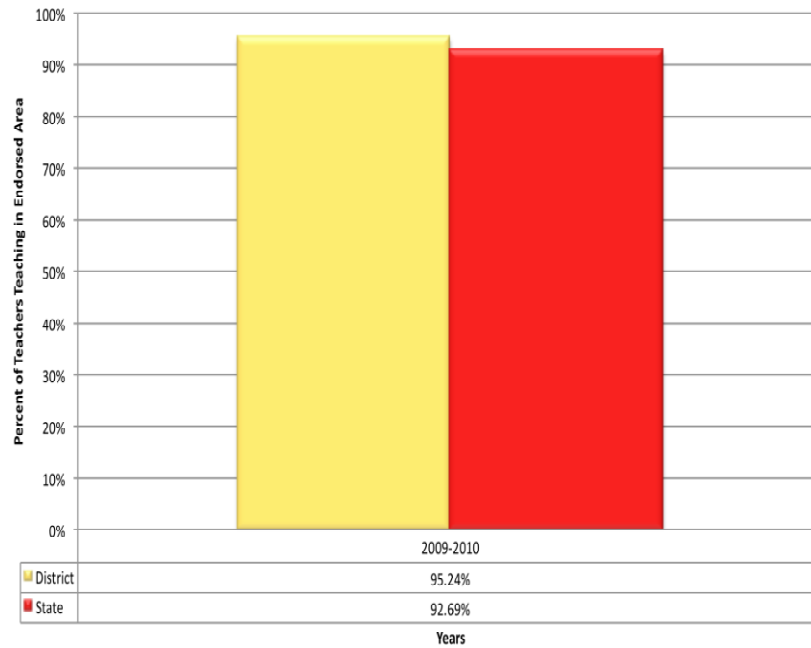
The percentage of Johnson County Central staff with a master’s degree saw a small decrease, but is again increasing. This drop was due to changes in numbers of staff members.

Years	# of Teachers in District	# with Master’s Degrees
2007-2008	51.8	22
2008-2009	49	18
2009-2010	50	21



TEACHERS TEACHING IN ENDORSED AREAS

Percent of Teachers Teaching in Endorsed Area
JCC School District & State



The percent of Johnson County Central teachers teaching in their endorsed area is comparable to the state average (District 95.25% to State 92.69%).



PROFESSIONAL DEVELOPMENT
(Focus: School Improvement Goal)

Date	Professional Development	Number of Staff Attending				
		Elementary	Middle School	High School	Guidance	Administration
11/19/10	Marzano Vocabulary	ALL District Staff				
9/17/10	Reading Street Program	ALL Elementary				
9/8/10	Literacy Cadre	2	1	1	1	1
9/2/10	DIBELS	2				
8/12/10	Six Trait			1		
6/9-10/10	Lights, Camera, Action...Data!	5	2	5	2	2
6/7-8/10	Strategies for Strengthening Reading Instruction	5				
3/25/10	RTI and Older Struggling Readers	1	2	1		1
10/13/09	Beginning 6 Trait Training	1	1			
9/22/09	RTI and Older Struggling Readers	1	2	3		1
9/21/09	Digging Deeper Into The Big 5 of Reading	4				2
6/11-12/09	Data Retreat	3		2	2	3
6/8-9/09	L to J	1				
5/28-29/09 6/1-2/09	Instructional Strategies	2	1	1		
3/5/09	Language Arts Curriculum Alignment – Day 2	2	1	1		
1/29/09	Language Arts Curriculum Alignment	2	1	1		
10/22/08	Writing Tools-Persuasive (9-12)			1		
10/20/08	Write Tools Personal Narrative K-4	3				
6/12-13/08	Drug Free Advisory Council		1	1		
6/10/08	Mortar Matters (4-8)	4				
6/5-6/08	Data Retreat	4	1	4	2	1
5/28/08	New Language Arts Standards	2		2		
11/19/07	Progress Monitoring & Reading Interventions	1				
9/25/07	Write Tools Day II Grades K-3	3				
9/24/07	Write Tools Day I Grades K-3	5				
9/7/07	RTI: 101				2	



GENERAL PROFESSIONAL DEVELOPMENT

Date	Professional Development	Number of Staff Attending				
		Elementary	Middle School	High School	Guidance	Administration
12/15/10	New Teacher Cadre Session II	1			3	
10/19/10	Counselors' Fall Session				3	
10/6/10	Art Cadre		1	1		
10/4/10	Career Academy Advisory Council					1
9/17/10	Grading Issues			ALL High School		
9/1/10	Math Cadre	3	1	1	1	
8/4-5/10	New Teacher Training	1				
6/14/10	Grading Fairly	2	1	2		
6/7-8/10	Strategies for Strengthening Reading Instruction					
6/3-4/10	21 st Century Energy Education		1	1		
6/1/10	Nebraska Stock Market Game		1	3		
6/1/10	Problem Solving	8	1	3		
6/1-2/10	ESU 4 Safe & Drug Free Advisory		1	1		
5/26-28/10	Intro to Health Science			1		
4/14/10	Cyberbullying	1		1	1	
1/2/10	Math Standards	2	1	1		
2/23/10	New Teacher Training – Day 3	1				
2/9/10	Career Academy Meeting					1
11/20/09	Career Academy Meeting				1	
11/12/09	Perkins Programs of Study				1	
11/11/09	NeSA Planning Meeting					1
10/21/09	Counselor's Fall Session				2	
10/13/09	Business Marketing & Information Technology			1		
10/7/09	New Teacher Training Follow Up	1				
9/24/09	Building A Balanced Assessment System				3	1
9/14/09	Principals' PLC					1
6/15/09	Life Science Grades 4-8	3				
6/4-5/09	Safe & Drug Free Consortium Advisory Council		1	1		
4/27/09	Career Academy Advisory Council					1



GENERAL PROFESSIONAL DEVELOPMENT, Continued

Date	Professional Development	Number of Staff Attending				
		Elementary	Middle School	High School	Guidance	Administration
4/27/09	Perkins Tech Assistance Day			1 – Tech Coordinator 1 – Support Staff		
4/6/09	Spring Counselors’ Networking Session				1	
3/26/09	Principal’s Learning Team					1
2/24/09	Principal’s Learning Team					1
1/7/09	Career Academy Advisory Committee				1	
11/20/08	Principals’ Learning Team					1
10/30/08	Counselors’ Fall Session				2	
9/17/08	Principal’s PLC					3
3/5/08	Business Teacher iPod Training		1	1		
11/6-7/07	Crisis Team Training – Level 1	1 – Support Staff	1	1 – Support Staff	2	1 – Support Staff
11/6/07	Counselors Fall Meeting				3	
10/24/07	Business Marketing & Information Technology			1		
10/18/08	Media Meeting	1	1	1		
6/26-27/08	Principals’ Retreat					2
4/14/08	Perkins Technical Assistance Day			1- Support Staff	1	
3/11/08	Principals Learning Team					1
2/13/08	Principals Learning Team					2
2/9/08	Spring Counselors’ Networking Session				2	
1/8/08	Peer Led Assessment Review Preparation Session	1	2	1		1
11/14/07	Principals Learning Team					2
10/10/07	Principals Learning Team					2
9/19/07	NCLB Technical Assistance Day			1-Tech Coordinator		1
9/18/07	Social Studies Grades 5-12	2	1	1		
9/17/07	Preparing for the NDE On-Site Assessment Quality Review	1	1	1		1



STAFF COMMUNITY INVOLVEMENT

Johnson County Central staff members play an active and visible role in their communities and the communities the district serves. The following is a partial generalized list of the staffs' community involvement:

- Nebraska State Reading Association
- Apple Valley Reading Association
- Rescue Squad
- Volunteer Fire Department
- Active church member
- Sunday School teacher
- AWANA leader
- Bible School teacher
- Church Council/Administrative Board
- Church Choir
- Church Women's Group
- CCD Coordinator
- Church Staff Parish Relations Committee
- Altar Society
- Coordinator Jump Rope for Hearts and Hoop for Hearts
- Booster Club
- Fellowship of Christian Athletes
- Tecumseh Ball Association
- Volunteer coaching
- American Legion Auxiliary
- VFW Auxiliary
- Lions Club
- 4H volunteer
- Cub Scout Leader
- Swim Instructor
- CPR/AED Instructor
- Area Arts Council
- Serve on local Housing Board
- Serve on local Village Board
- Volunteer Park Mower

Johnson County Central Public Schools

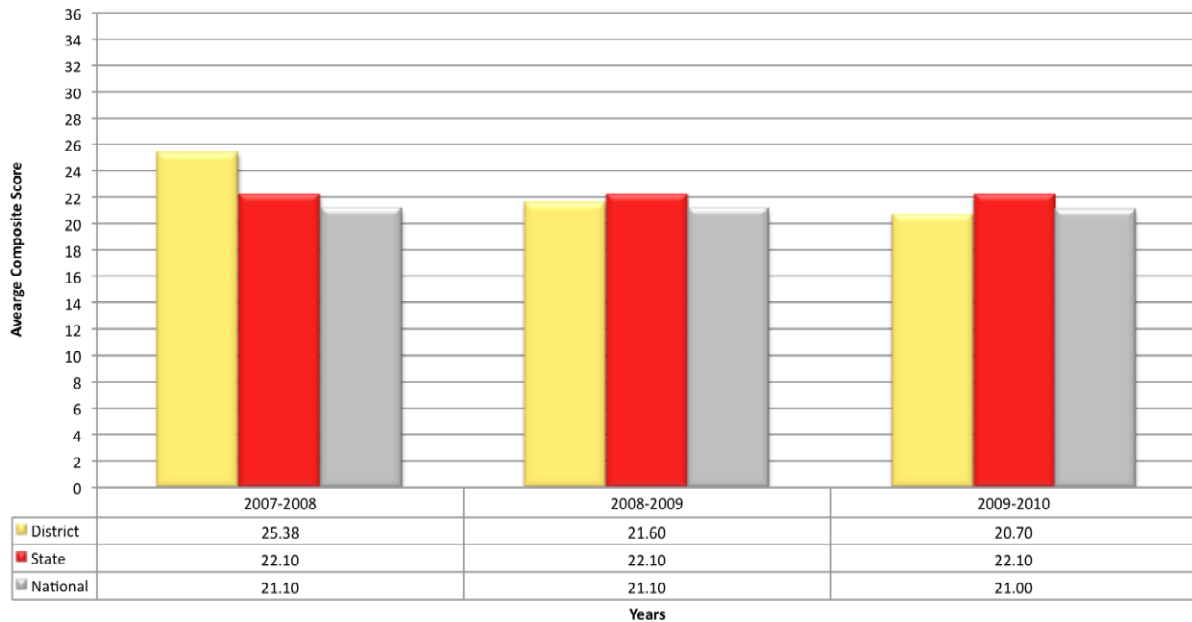


Assessment Data



ACT COMPOSITE SCORES

**ACT Average Composite Scores of Graduating Seniors
JCC School District, State, National
3 Year Comparison**



Summary of ACT scores by year:

- 2009-2010: The average composite ACT score for JCC seniors of 2010 was slightly lower than the national (21.1) and state average (22.1). 56% of Johnson Country Central 2010 seniors took the ACT.
- 2009-2008: The composite ACT score for JCC seniors of 2009 was better than the national average (21.1) but lower than the state average (22.1). 87% of JCC 2009 seniors took the ACT.
- 2008-2007: The average composite ACT score of JCC seniors of 2008 was above the national (21.1) and state average (22.1). 62% of JCC 2008 seniors took the ACT.

Comparison of ACT subtest scores over a three-year period:

The average ACT composite score of Johnson County Central seniors of 2008 was higher than the ACT composite score of the seniors of 2009 and the seniors of 2010. The percentage of seniors who took the ACT test increased from 2008 to 2009 and then decreased in 2010. Many students in 2010 enrolled in community colleges which do not require an ACT score.

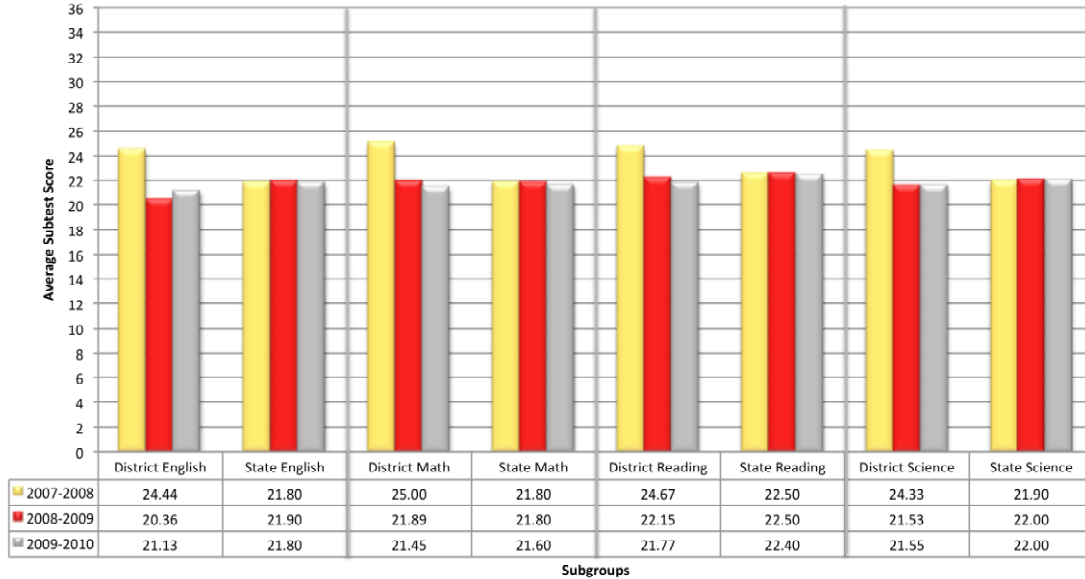
The highest composite ACT score for any senior in 2008 was 30, for any senior in 2009 was 31, and for any senior in 2010 was 30. The lowest composite ACT score for any senior in 2008 was 21, for any senior in 2009 was 13, and for any senior in 2010 was 15.

INFORMATION NOTE: The highest ACT composite or subject area score possible is 36.



ACT SUBTEST SCORES

ACT Average Subtest Scores of Graduating Seniors
District and State
3 Year Comparison



Comparison of ACT subtest scores over a three-year period:

2009-2010: The average ACT subtest scores for seniors in 2010 were similar (English: 21.14, Math: 21.45, Reading: 21.77, Science: 21.55) differing less than one point. All ACT subtest scores were slightly below the state average.

The highest ACT subtest scores for any Johnson County Central senior of 2010 were English: 31, Math: 30, Reading: 33, and Science: 27. The lowest were English: 14, Math: 14, Reading: 14, and Science: 13.

2008-2009: For the seniors of 2009, all subject area scores were below the 2008 average; English was the lowest subject area score (20.36) and reading was the highest subject area score (22.15).

The highest ACT subject area scores for any JCC senior 2009 were English: 30, Math: 32, Reading: 34, and Science: 30. The lowest subject areas scores were English: 10, Math: 14, Reading: 11, and Science: 13.

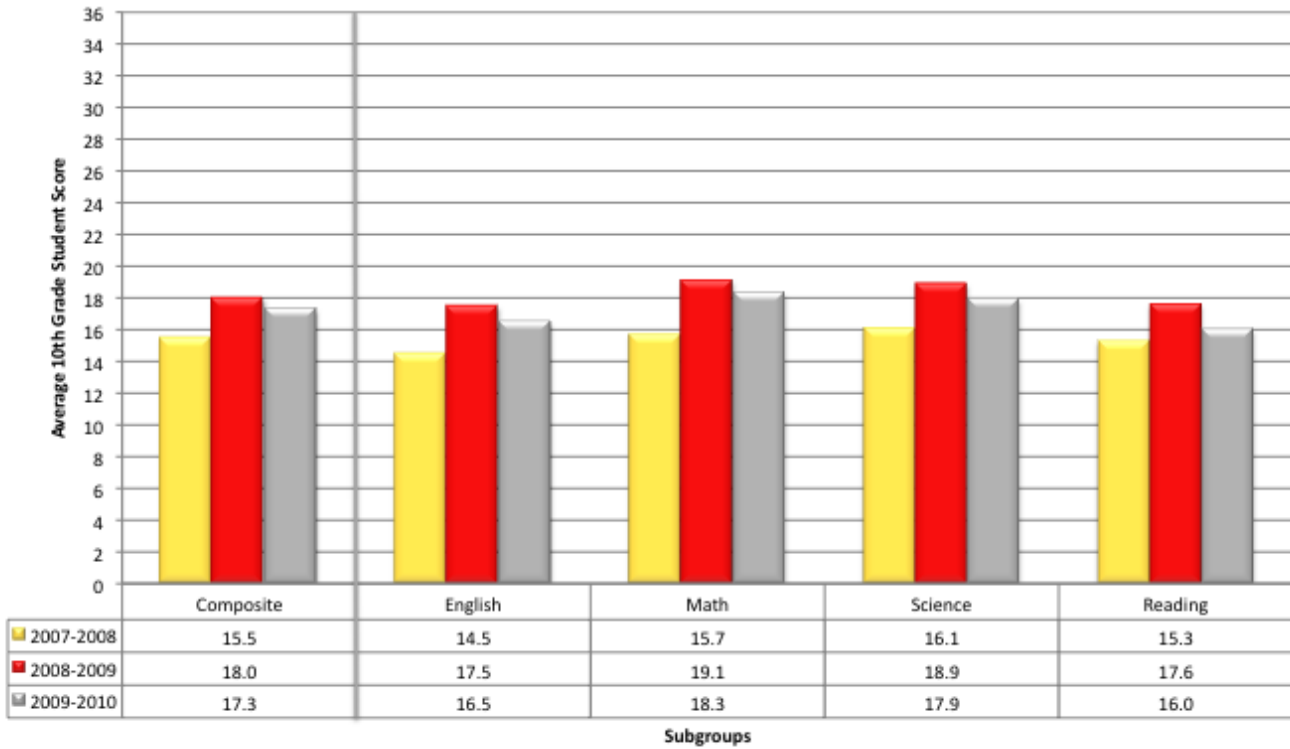
2007-2008: The average ACT subject area scores for JCC senior of 2008 were similar (English: 25.50, Math: 25.56, Reading: 25.31, and Science: 25.00) differing less than one point.

The highest ACT subject area scores for any JCC senior of 2008 were English: 34, Math: 29, Reading: 36, and Science: 32. The lowest subject area scores were English: 19, Math: 21, Reading 16, and Science 19.

INFORMATION NOTE: The highest ACT composite or subject area score possible is 36.



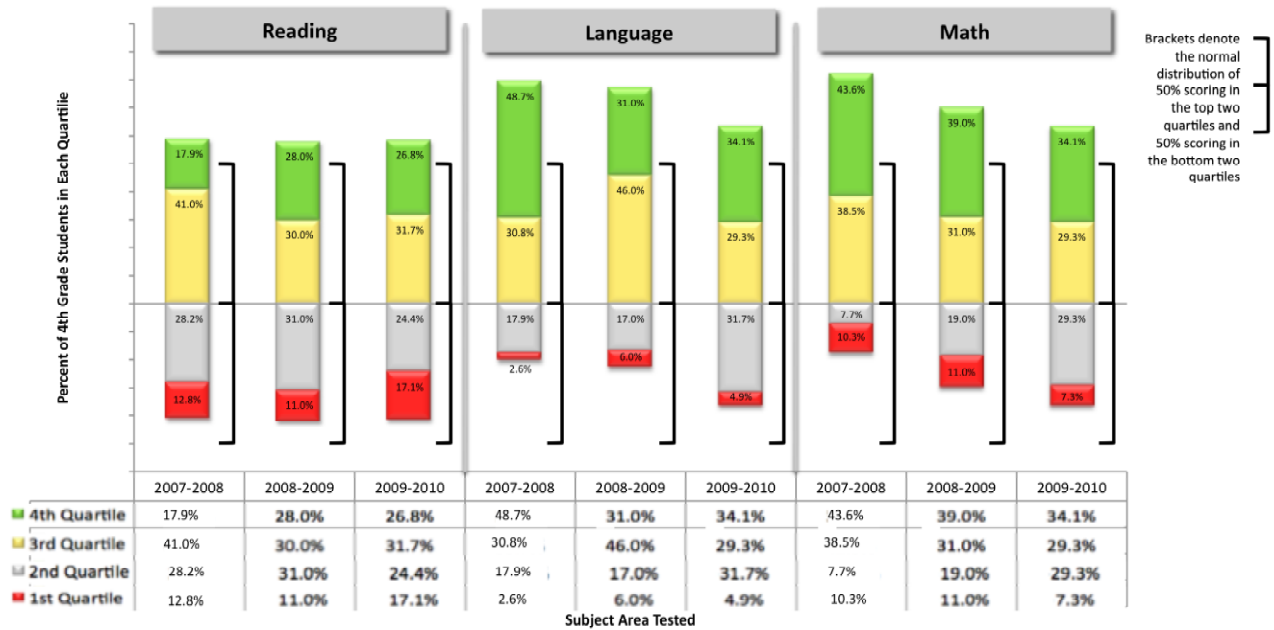
PLAN Test Composite & Sub-scores of 10th Grade JCC Students 3 Year Comparison



In a three-year comparison, the average student scores increased from 15.5 to 18 in the first two years, then decreased to 17.3 in the third year. The average English scores increased between 2007-2008 and 2008-2009, then slightly decreased to 16.5 in 2009-2010. Math showed an increased in the average student scores from 15.7 in the first year to 18.3 in the third year. There was a 1.8% increase in the average student score in the Science subgroup. Reading also increased from 15.3 to 16.



**4th Grade (All Students)
Quartiles for Reading, Language, and Math
Iowa Tests of Basic Skills NRT: 3 Year Comparison**



Summary of 4th grade ITBS subject scores by year:

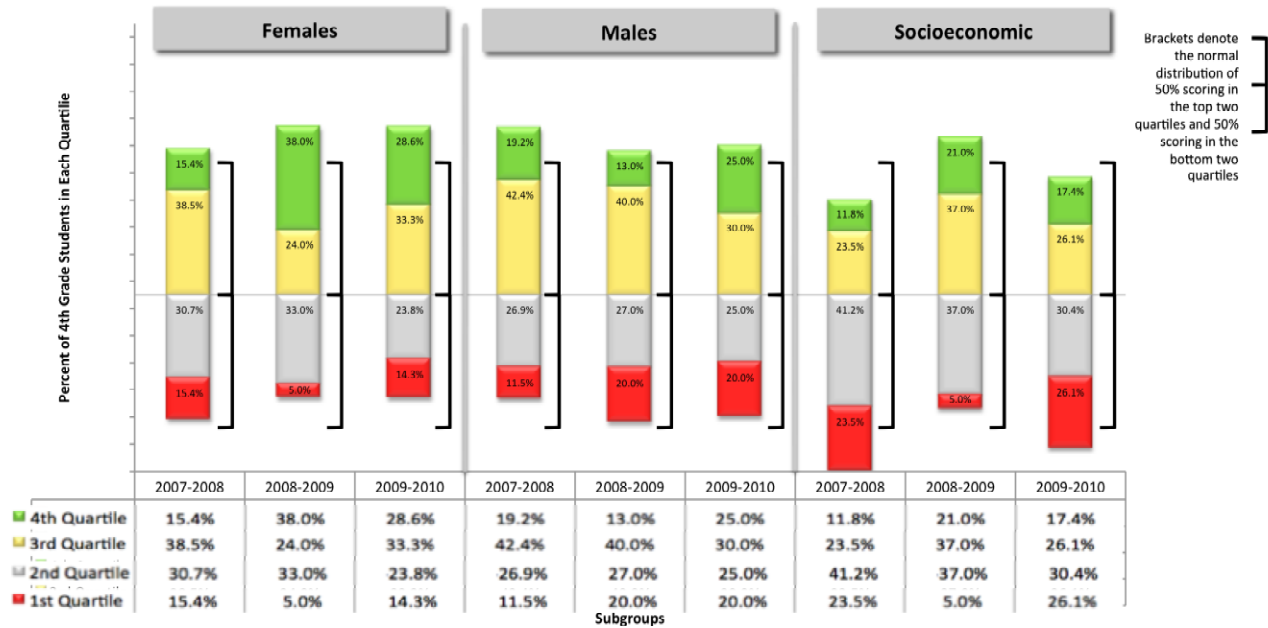
- 2009-2010: In Reading, Language and Math at least 58.5% of students were in the top two quartiles. More than 26% of students scored in the top quartile in all subjects.
- 2008-2009: In every subject area, Reading, Language, and Math, at least 58% of Johnson County Central students fell in the top two quartiles with at least 28% scoring in the top quartile. The bottom quartile contained at most 11% of the students.
- 2007-2008: Language and Math had a large percent of students falling in the upper two quartiles, 79.5% and 82.1%. The fourth quartile of Reading contained 17.9%, while Language contained 48.7% and Math 43.6%. The first quartile of all subjects contained less than 13% of the students.

Comparison of 4th grade ITBS subject scores over a three-year period:

- Reading: In the three-year comparison, each year the percent of students in the top two quartiles remained consistent. The percent in the lowest quartile also increased during the three period.
- Language: Each of three years had 6% or less in the lowest quartile. At least 63.4% of students were in the top two quartiles all three years.
- Math: In the 2007-2008 school year students tested the best with 82.1% of students in the top two quartiles. The consecutive two years the scores dropped somewhat, but 63.4% still scored in the top half during the 2009-2010 school year.



4th Grade READING Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 4th grade ITBS Reading subgroup scores by year:

- 2009-2010: The female and male subgroups scored 61.9% and 55% respectively in the top two quartiles, while the socioeconomic subgroup scored 43.5%
- 2008-2009: All three subgroups had 50% to 62% of students scoring in the third and fourth quartile. There was a higher percentage of students falling in the third quartile versus the fourth quartile in the subgroups of boys and identified socioeconomic students.
- 2007-2008: 53.9% and 61.6% of girls and boys, respectively, scored in the top two quartiles, but only 35.3% of identified socioeconomic students scored in the top quartiles. 64.7% of identified socioeconomic students scored in the first and second quartiles.

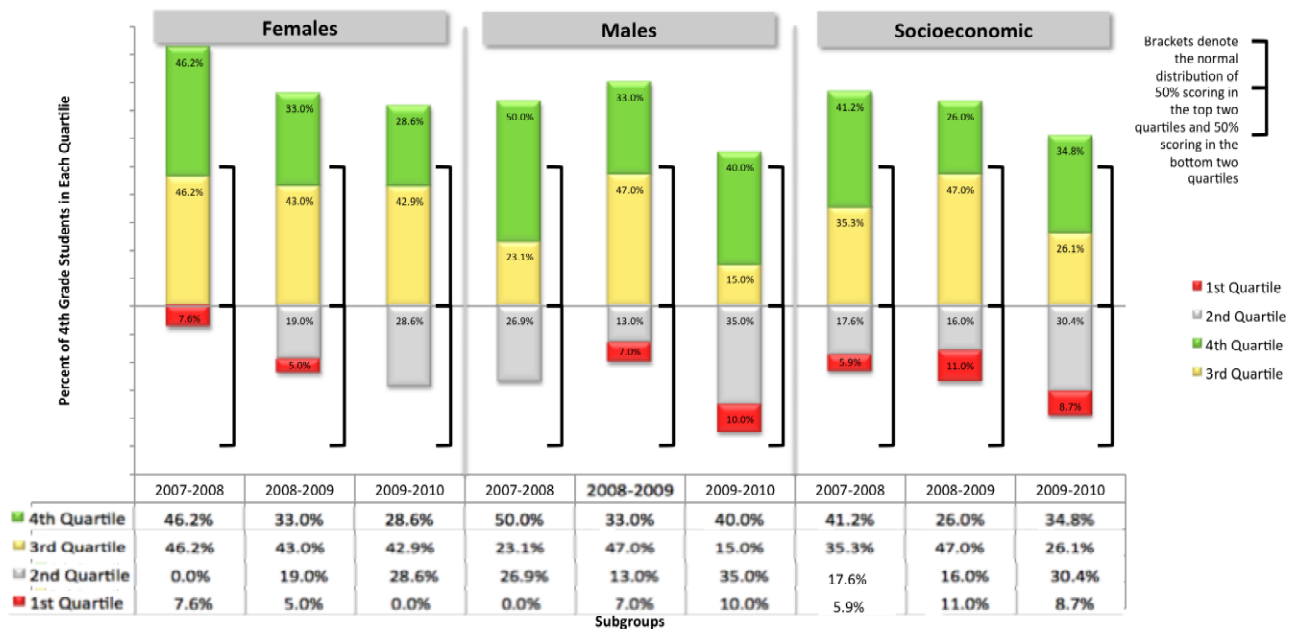
Comparison of 4th grade ITBS Reading subgroup scores over a three-year period:

- Females:** The scores for the female subgroup showed a decreasing trend. The lowest year, 2009-2010, the bottom two quartiles contained 38.1% of the female students.
- Males:** The scores for the male subgroup showed a decreasing trend. The lowest year, 2008-2009 the bottom two quartiles contained 47% of the male students.
- Socioeconomic:** The Socioeconomic subgroup had consistent scores over the three-year period. The greatest differences were between the second and fourth quartile between the 2007-2008 and 2009-2010 school years.
- Special Education:** Scores for special education are not compared because of low student numbers.
- English Language Learners:** Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



4th Grade LANGUAGE Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 4th grade ITBS Language subgroup scores by year:

- 2009-2010: The female subgroup during this year all scored in the top three quartiles. All subgroups had at least 55% in the top two quartiles.
- 2008-2009: All three subgroups had a high percentage, 73% to 80%, of students scoring in the third and fourth quartile. All three subgroups contained similar fourth quartile percentages: 33%, 33%, and 26%.
- 2007-2008: All three subgroups also contain a significant percentage of students in the fourth quartile, 40% or more. Girls had 0% scoring in the second quartile and less than 10% in the first quartile while boys had 0% scoring in the first quartile but 26.9% in the second quartile.

Comparison of 4th grade ITBS Language subgroup scores over a three-year period:

Females: All three years showed the girl subgroup scoring high with at least 71.5% scoring in the top half. There was a trend showing a decrease of females scoring in the third and fourth quartile over the three-year period.

Males: Over the three-year period at least 55% of males scored in the third and fourth quartiles. Between the 2007-2008 and the 2009-2010 school years, at most 10% of this subgroup were in the first quartile.

Socioeconomic: Each of the years shown, the socioeconomic subgroup had at least 60.9% of students in the top two quartiles.

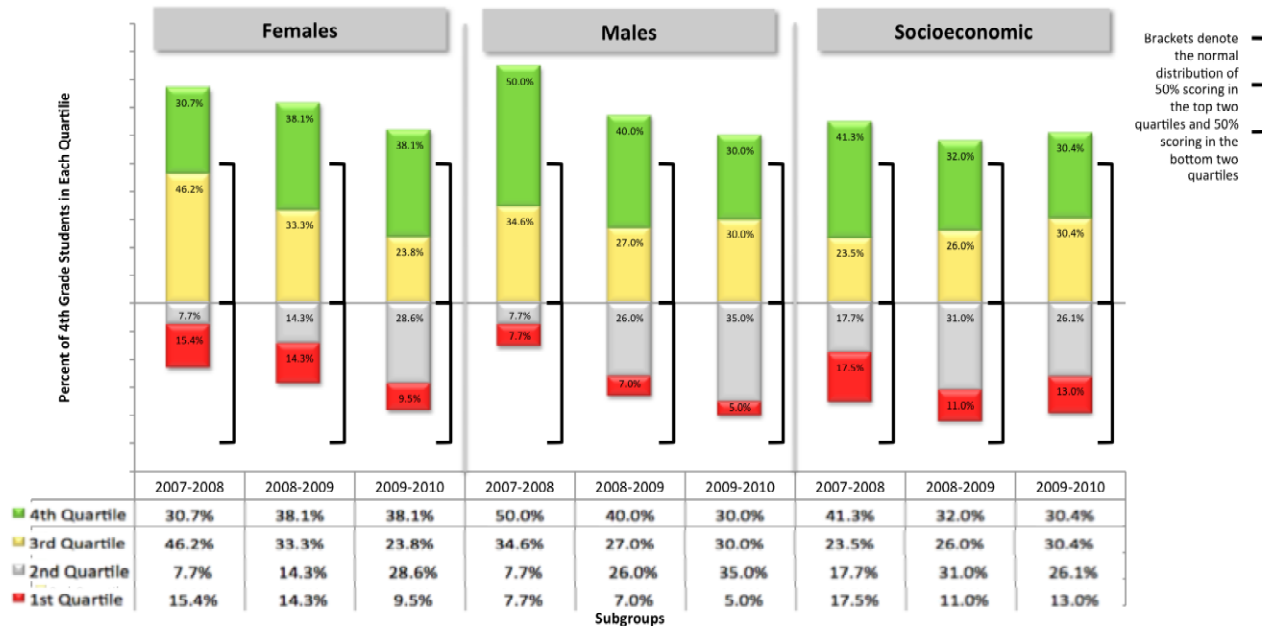
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



4th Grade MATH Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 4th grade ITBS Math subgroup scores by year:

- 2009-2010: The three subgroups were consistent. In all three groups the top two quartiles were between 60% and 61.9%.
- 2008-2009: More than 50% of students in all subgroups scored in the third and fourth quartiles. Girls and boys each had about 40% of their students scoring in the fourth quartile.
- 2007-2008: Boys had 50% scoring in the fourth quartile, while 41.3% of identified socioeconomic students and 30.7% of girls scored in the top quartile. 7.7% of the boys scored in the first quartile. Girls and identified socioeconomic students had higher percentages in the first quartile 15.4% and 17.6%, respectively.

Comparison of 4th grade ITBS Math subgroup scores over a three-year testing period:

- Females: The scores for the female subgroup had a decreasing trend. The lowest year, 2009-2010, the bottom two quartiles contained 38.1% of the female students.
- Males: The scores for the male subgroup had a decreasing trend. The lowest year, 2009-2010, the bottom two quartiles contained 40% of the male students.
- Socioeconomic: The socioeconomic subgroup had consistent scores over the three-year period. The greatest differences were between the second and fourth quartile between the 2007-2008 and 2009-2010 school years.

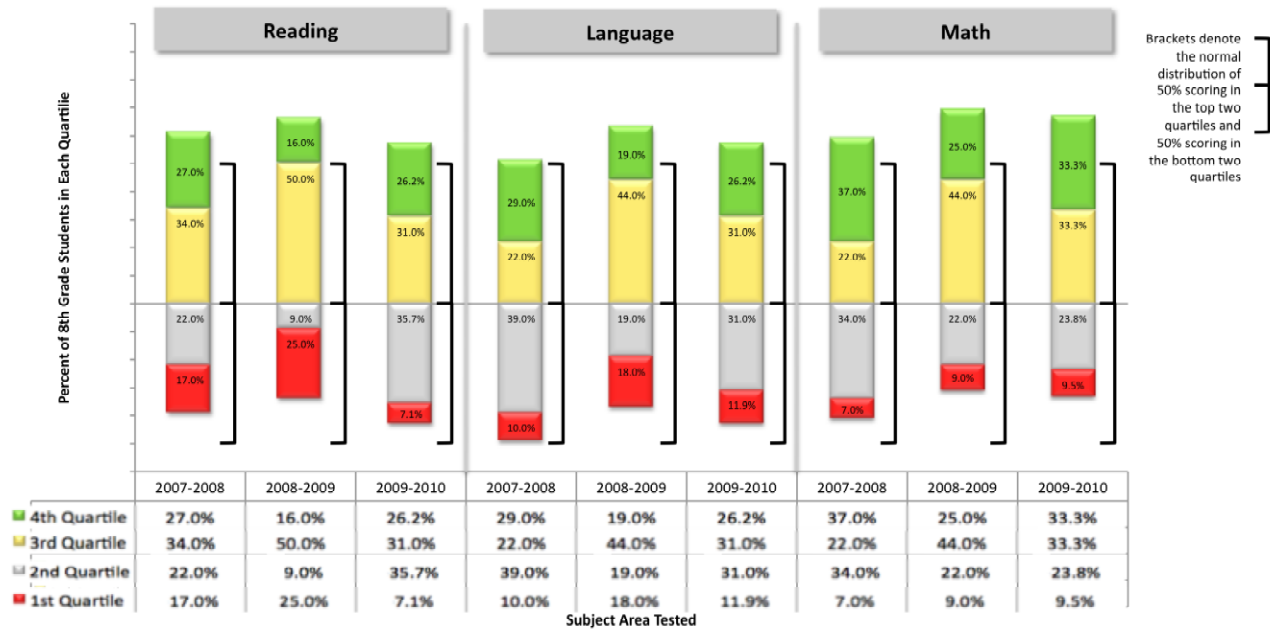
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



**8th Grade (All Students)
Quartiles for Reading, Language, and Math
Iowa Tests of Basic Skills NRT: 3 Year Comparison**



Summary of 8th grade ITBS subject scores by year:

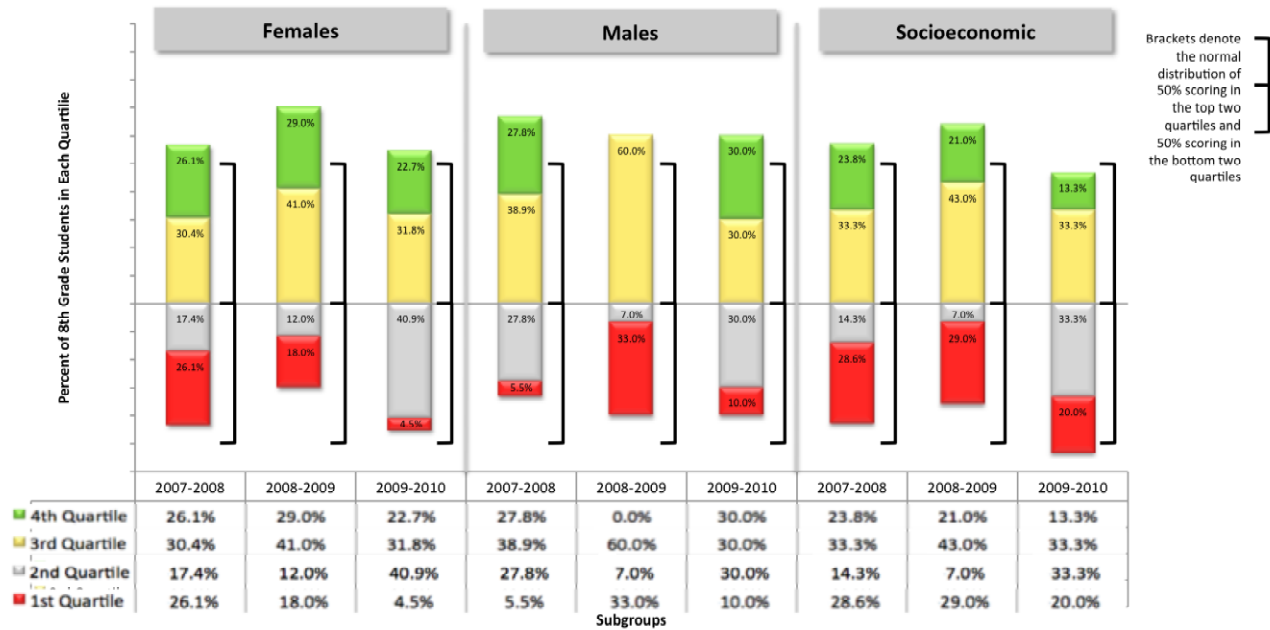
- 2009-2010: Across the three subjects, all students scored at least 56.2% or better. In Reading and Language students scored higher than 40% in the bottom two quartiles.
- 2008-2009: In every subject area, Reading, Language, and Math, at least 60% of Johnson County Central eighth grade students fell in the top two quartiles. In Reading and Language, less than 20% of students scored in the top quartile. In Math over 25% of the students scored in the top quartile.
- 2007-2008: In every subject, Reading, Language, and Math, at least 50% of eighth grade students fell in the top two quartiles. In all areas over 25% of students scored in the top quartile.

Comparison of 8th grade ITBS subject scores over a three-year period:

- Reading: Over the three-year period in reading, there was a slight increase from 2007-2008 and 2008-2009 from 61% to 66%, then a decrease in 2009-2010 to 57.2%. There was a decrease in the percentage of students scoring in the first quartile by 9.9% from 2007-2008 to 2009-2010.
- Language: Each year at least 50% or more of students scored in the top two quartiles. In 2008-2009, 44% of students scored in the third quartile. Over the three-year span, from 2007-2008 to 2009-2010 there was a decrease of 6% in the number of students scoring in the bottom two quartiles.
- Math: Every year the percentage of students scoring in the top two quartiles was 59% or better. The 2008-2009 year showed the highest percentage of students scoring in the top two quartiles with 69%. From 2007-2008 to 2008-2009 there was a decrease of 10% in the number of students scoring in the bottom two quartiles, from 41% to 31% respectively.



8th Grade READING Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 8th grade ITBS Reading subgroup scores by year:

- 2009-2010: The boys and girls had a high percentage of students scoring in the top two quartiles, with 60% and 54.5% respectively. The scores of students identified in the socioeconomic group were lower with 46.6%. In the socioeconomic subgroup there were 20% of students scoring in the first quartile and 53.3% of students scoring in the bottom two quartiles.
- 2008-2009: A higher percentage of girls, 70%, scored in the top two quartiles than boys, 60%. While 29% of girls scored in the top quartile, no boys scored in the top quartile. Meanwhile, 33% of boys scored in the bottom quartile and 18% of girls scored in the bottom quartile. In addition, 64% of identified socioeconomic students scored in the top two quartiles. Among that subgroup, 29% scored in the lowest quartile compared to 21% who scored in the highest quartile.
- 2007-2008: A higher percentage of boys, 66.7%, scored in the top two quartiles than girls, 56.5%. A similar percentage scored in the top quartile. A higher percentage of girls, 26%, scored in the lowest quartile, as compared to boys, 5.5%

Comparison of 8th grade ITBS Reading subgroup scores over a three-year period:

- Females:** All three years the girls had more than 50% of students scoring in the top two quartiles. There was an increase from 2007-2008, 56.5%, to 2008-2009, 70%, and then a decrease to 54.5% in 2009-2010. The three-year period showed a decreasing trend of 21.6% from 2007-2008 to 2009-2010.
- Males:** Across the three-year period, the percentage of boys in the top two quartiles was 60% or better. In 2008-2009 there were 0% of students in the fourth quartile and 60% of students in the third quartile. The percentage of students in the first quartile showed a 27.5% increase from 2007-2008 and 2008-2009. From 2008-2009 to 2009-2010 the scores had a 23% decrease.
- Socioeconomic:** During the 2007-2008 and 2008-2009 school years, over 57% of students scored in the top two quartiles, while the percentage of students decreased to 46.6% in 2009-2010. There was a high percentage of students over the three years scoring in the first quartile: 2007-2008, 28.6%; 2008-2009, 29%; 2009-2010, 20%.

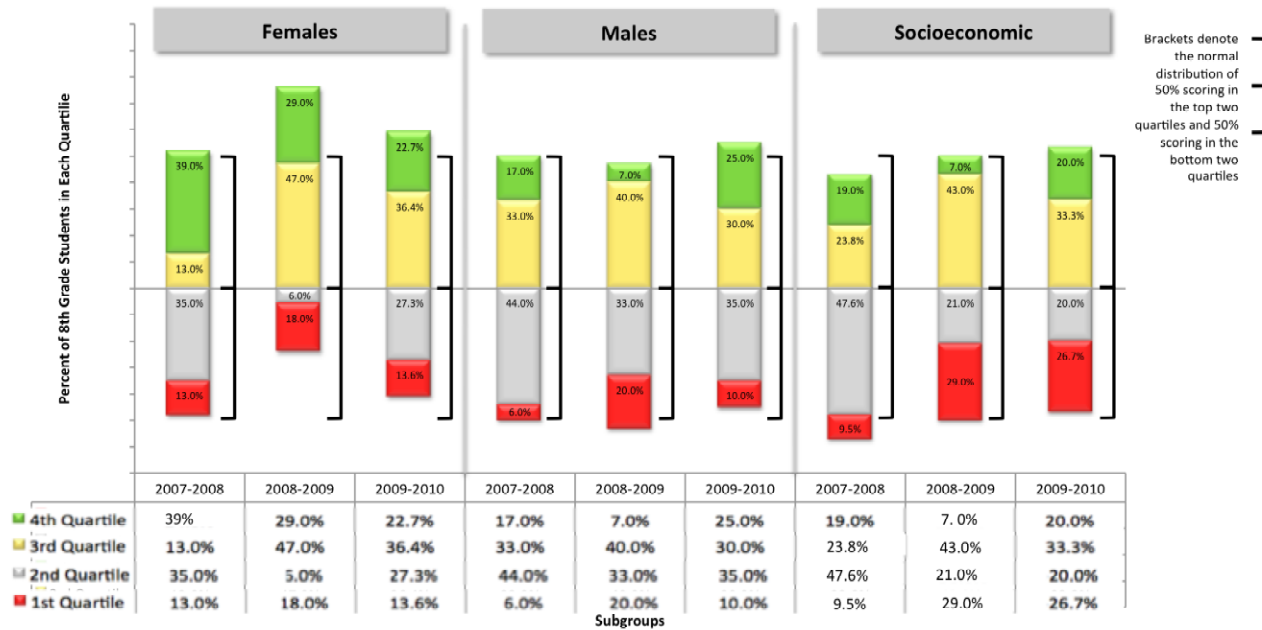
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



8th Grade LANGUAGE Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 8th grade ITBS Language subgroup scores by year:

- 2009-2010: Across the three subgroups, 53.3% or more of students scored in the top two quartiles. The students identified in the socioeconomic group had 26.7% scoring in the first quartile. Each group had 40% or more of students in the bottom two quartiles.
- 2008-2009: A significantly higher percentage of girls than boys scored in the highest quartile, 29% to 7%, and in the top two quartiles, 76% to 47%. The percentage of girls and boys scoring in the lowest quartile were similar, 18% to 20%.
- 2007-2008: The percentage of girls and boys scoring in the top two quartiles were similar. However the percentage of girls scoring in the top quartile was significantly higher than boys, 39% to 17%. The percentage of students identified as low socioeconomic status scoring in the top two quartiles was again much lower than the general student population, 42.8% compared to 51%.

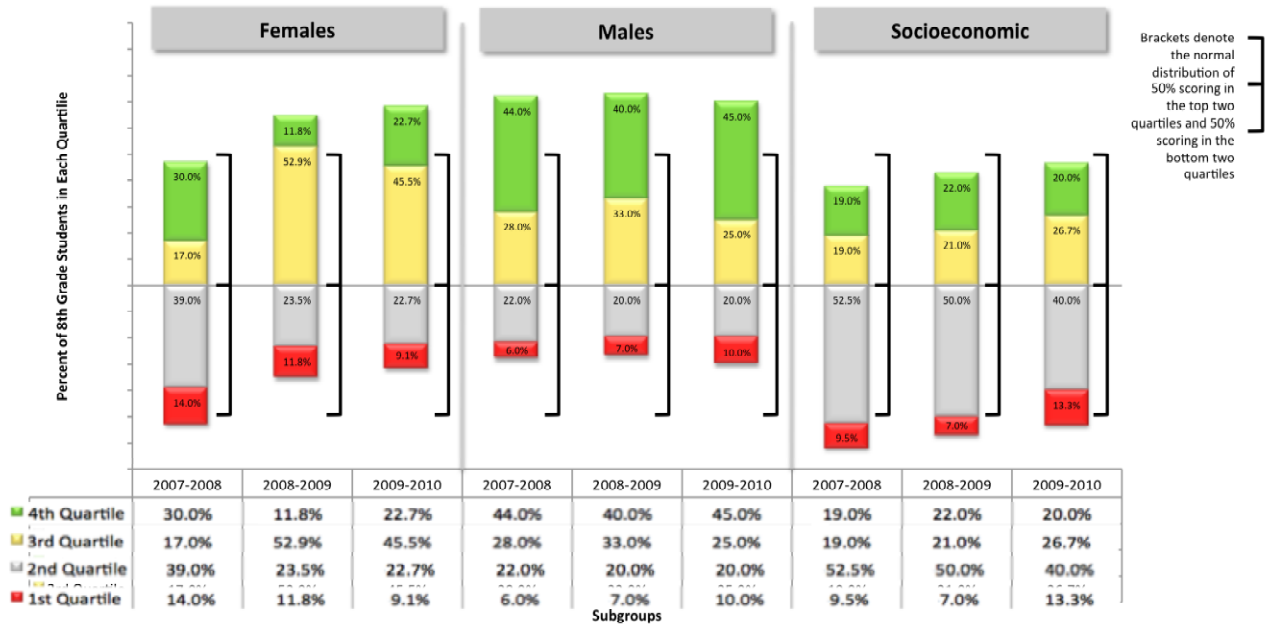
Comparison of 8th grade ITBS Language subgroup scores over a three-year period:

- Females:** Over the three-year period the girls scored above 50% in the top two quartiles. The 2008-2009 school year showed a high percentage of girls in the top two quartiles with 76%. There was a decrease in the percentage of students in the bottom two quartiles from 2007-2008, 48%, to 2008-2009, 23%. This percentage increased to 40.9% in 2009-2010.
- Males:** The percentage of boys scoring in the top two quartiles stayed relatively consistent over the span of three years. In 2008-2009 there was a low number of boys scoring in the fourth quartile, 7%, while 40% scored in the third quartile. There was also a 10% decrease in the students scoring in the first quartile between the 2008-2009 and 2009-2010 school years.
- Socioeconomic:** There was an increase in the scores among students identified in the socioeconomic subgroup over the three-year period. In 2008-2009 there was a low number of students, 7%, in the fourth quartile. Over the three years there was also a gradual decrease in the percentage of students scoring in the bottom two quartiles. However the number of students scoring in the first quartile did increase from 9.5% in 2007-2008 to 29% in 2008-2009.
- Special Education:** Scores for special education are not compared because of low student numbers.
- English Language Learners:** Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



8th Grade MATH Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Basic Skills NRT: 3 Year Comparison



Summary of 8th grade ITBS Math subgroup scores by year:

- 2009-2010: The boys and girls subgroups scored high in the top two quartiles, 68.2% and 70%, respectively. The percentage of students identified in the socioeconomic group scoring in the top two quartiles was 46.7%. The boys subgroup scored high in the fourth quartile with 45% compared to the girls subgroup with 22.7% in the fourth quartile. There was a higher percentage of students in the socioeconomic subgroup that scored in the bottom two quartiles, 53.3% compared to the boys and girls subgroups.
- 2008-2009: A higher percentage of boys, 73%, scored in the top two quartiles in Math than girls, 64.7%. A significantly higher percentage of boys, 40%, scored in the top quartile compared to girls, 11.8%. Both boys and girls had a small percentage of students scoring in the lowest quartile. The percentage of students identified as low socioeconomic status in the second quartile was 50%.
- 2007-2008: A significantly higher percentage of boys scored in the top two quartiles in math than girls, 72% to 47%. The percentage of both boys and girls scoring in the top quartile was statistically high: 44% of boys and 30% of girls fell in that quartile. The percentage of boys and girls scoring in the lowest percentile was low, 6% for boys and 14% for girls.

Comparison of 8th grade ITBS Math subgroup scores over a three-year period:

- Females: Over the three-year period there was an increase in the percentage of girls scoring in the top two quartiles with a high percentage of 64% in the 2008-2009 and 2009-2010 school years. There was a gradual decrease in the percentage of girls scoring in the bottom two quartiles.
- Males: Each year the boys subgroup scored 70% or better in the top two quartiles. The percentage of boys scoring in the first quartile increased over the three-year period from 6% in 2007-2008 to 10% in 2009-2010.
- Socioeconomic: The percentage of students in the socioeconomic subgroup that scored in the top two quartiles increased over three years from 38% in 2007-2008 to 46.7% in 2009-2010. A large percentage of students scored in the second quartile, 40% or more, during the three-year period. The percentage of students scoring in the bottom quartile showed a decrease between 2007-2008 and 2008-2009, and then an increase between 2008-2009 and 2009-2010.

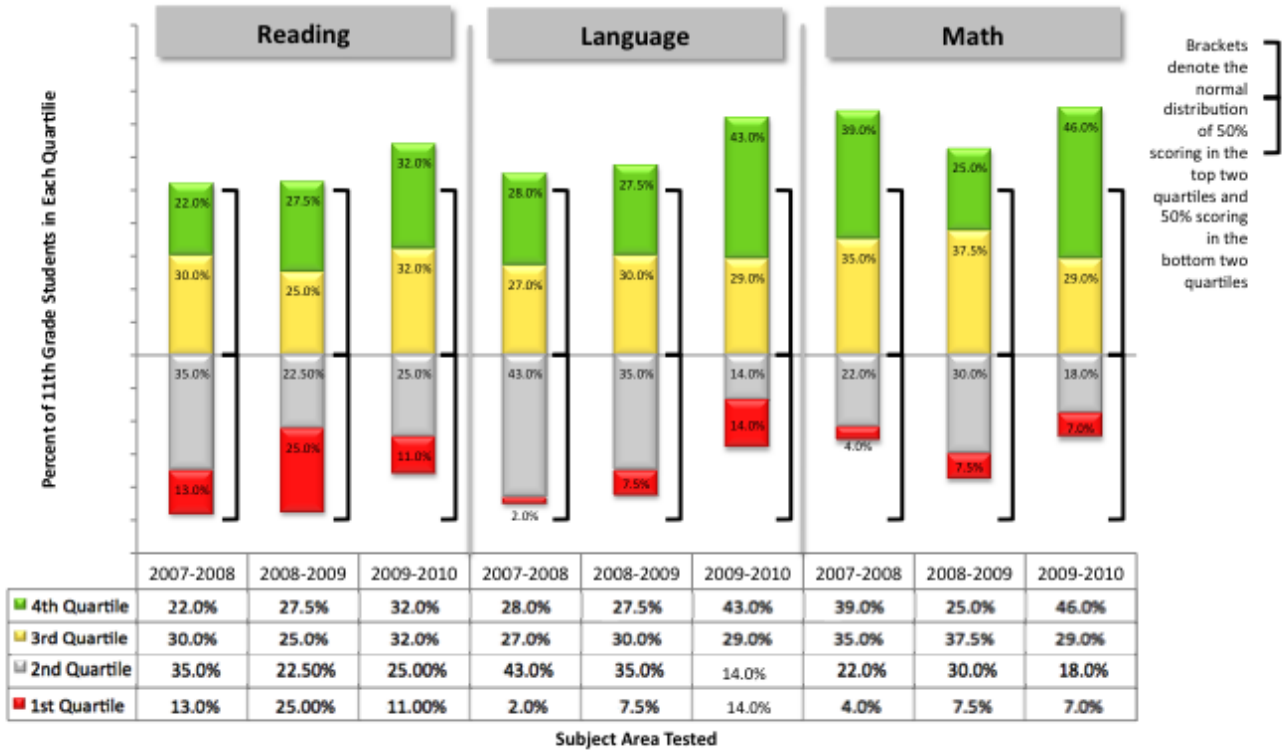
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



11th Grade (All Students)
Quartiles for Reading, Language, and Math
Iowa Tests of Educational Development NRT: 3 Year Comparison

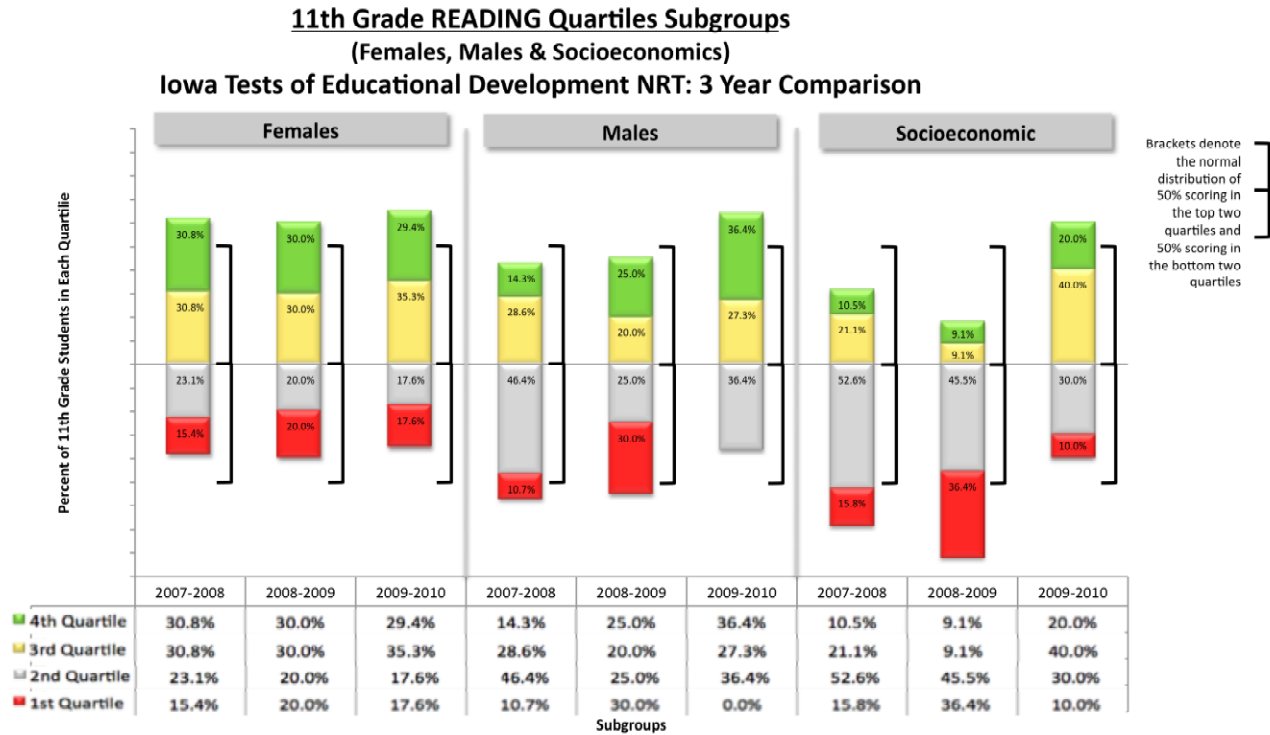


Summary of 11th grade ITED subject scores by year:

- 2009-2010: In every subject area, Reading, Language, and Math, at least 50% of JCC students fell in the top two quartiles. Language and Math each had over 40% scoring in the fourth quartile.
- 2008-2009: In every subject area, Reading, Language, and Math, at least 50% of JCC students fell in the top two quartiles.
- 2007-2008: In Reading and Language, slightly more than 50% of students fell in the upper two quartiles, while approximately 74% of students tested scored in the top two quartiles of Math. 43% of JCC students scored in the second quartile of Language.

Comparison of 11th grade ITED subject scores over a three-year period:

- Reading: There was an approximate 12% increase in the number of students scoring in the top two quartiles between 2008-2009 to 2009-2010. The percent of students scoring in the fourth quartile has increased over the three-year period from 22% to 27.5% to 32%. The number of students in the first quartile increased from 13% to 25% and then decreased to 11%. The number of students in the bottom two quarters has decreased.
- Language: The number of student scoring in the top two quartiles remained around 55% for the first two years, then increased to about 72% the third year. The percentage of students scoring in the second quartile has decreased over the three-year period by 29%, while the percent in the lowest quartile has increased from 2% to 14%.
- Math: The percent of students scoring in the third and fourth quartile has exceeded 62% all three years. The top quartile decreased from 39% to 25% and then increased to 46% in 2009-2010. Less than 8% of the students scored in the first quartile.



Summary of 11th grade ITED Reading subgroup scores by year:

- 2009-2010: Each subgroup had a score of at least 60% or greater in the top two quartiles. There was a high percentage of students in each subgroup scoring in the third quartile. No boys scored in the first quartile.
- 2008-2009: Across the three subgroups, the girls had a high percentage scoring in the top two quartiles, 60%. The boys scored slightly lower than 50% in the top two quartiles with a percentage of 45%. There was a decrease in the percentage of students scoring in the top two quartiles in the socioeconomic subgroup with 18.2%. The boys and socioeconomic subgroups both had scores in the bottom two quartiles greater than 50%.
- 2007-2008: A significantly larger percentage of girls scored higher in the top two quartiles compared to the other two subgroups, 61.6%, compared to male subgroup score of 42.9% and the socioeconomic subgroup score of 31.6%. The male and socioeconomic subgroups had a higher percentage, over 50%, scoring in the bottom two quartiles, 57.1% and 68.4% respectively.

Comparison of 11th grade ITED Reading subgroup scores over a three-year period:

- Females:** Over the three year period, the girls had a high percentage scoring in the top two quartiles, 60% or greater. The number of girls in the top quartiles remained relatively constant over the three-year period. There was an increase from 15.4% in 2007-2008 to 20% in 2008-2009 of girls scoring in the first quartile, but this percentage decreased to 17.6% in 2009-2010
- Males:** There was a significant increase of 22.1% in the percentage of boys scoring in the top quartile from 2007-2008 to 2009-2010. From the year 2008-2009 to 2009-2010, the percentage of boys in the first quartile decreased from 20% to 0%.
- Socioeconomic:** Over the three year period, there was an increase in the percentage of students scoring in the top two percentiles between 2008-2009 and 2009-2010, 18.2% to 60%. The percentage of students scoring in the bottom two quartiles remained high in the first two years, 68.4% and 81.9% and decreased in 2009-2010 to 40%. The 2008-2009 year had over 80% of students scoring in the bottom two quartiles.

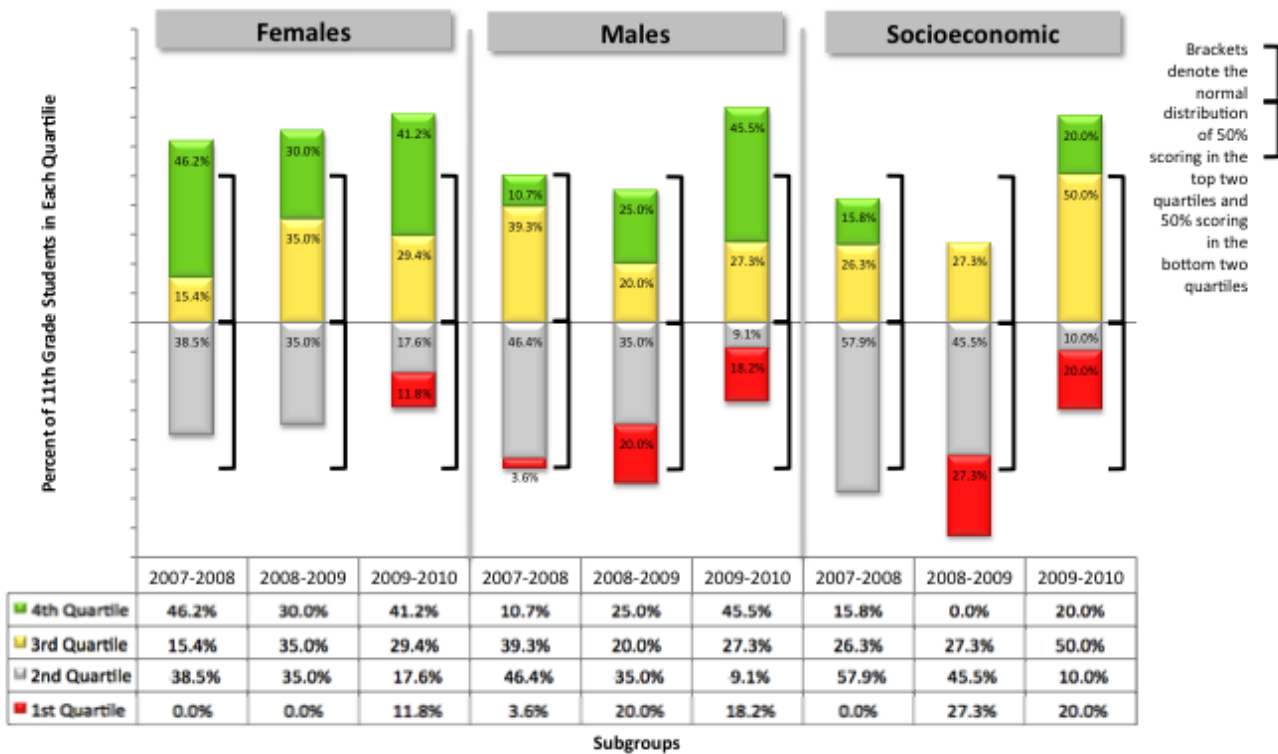
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



11th Grade LANGUAGE Quartiles Subgroups
(Females, Males & Socioeconomics)
Iowa Tests of Educational Development NRT: 3 Year Comparison



Summary of 11th grade ITED Language subgroup scores by year:

- 2009-2010: All three subgroups scored 70% or higher in the top two quartiles. Twenty percent or less of students in each subgroup scored in the first quartile.
- 2008-2009: There was a higher number of girls scoring in the top two quartiles, 65%, than boys, 45%. The socioeconomic subgroup had a significantly lower percentage of students in the top two quartiles, 27.3%, with 0% in the fourth quartile. The boys subgroup and socioeconomic subgroup had over 50% of students in the bottom two quartiles. There were 0% of girls scoring in the first quartile.
- 2007-2008: Each subgroup had a percentage of 40% or greater scoring in the top two quartiles. A large number of students scored in the second quartile with over 50% of students in the socioeconomic group in this quartile.

Comparison of 11th grade ITED Language subgroup scores over a three-year period:

Females: The percent of girls scoring in the top two quartiles showed a slight increasing trend. The percent scoring in the top quartile decreased from 46% to 30%, then increased to 41.2%. There was an increase from no girls scoring in the bottom quartile in 2007-2008 and 2008-2009 to 11.8% in 2009-2010

Males: The percent of boys scoring in the top two quartiles varied slightly in 2007-2008 and 2008-2009, 50% compared to 45%, and then showed improvement in 2009-2010 to 72.8%. The percent scoring in the top quartile increased from 10.7% to 25% to 45.5%, and the percent scoring in the lowest quartile increased from 3.6% to 20% then remained similar at 18.2%.

Socioeconomic: The percent of identified socioeconomic students in the top two quartiles was less than 50% in 2007-2008 and 2008-2009 (42.1% and 27.3%) and less than the overall student scores, but increased in 2009-2010 to 70% of identified socioeconomic students scoring in the top two quartiles. The bottom quartile varied from 0% to 27.3% to 20% of the subgroup scoring in the quartile.

Special Education: Scores for special education are not compared because of low student numbers.

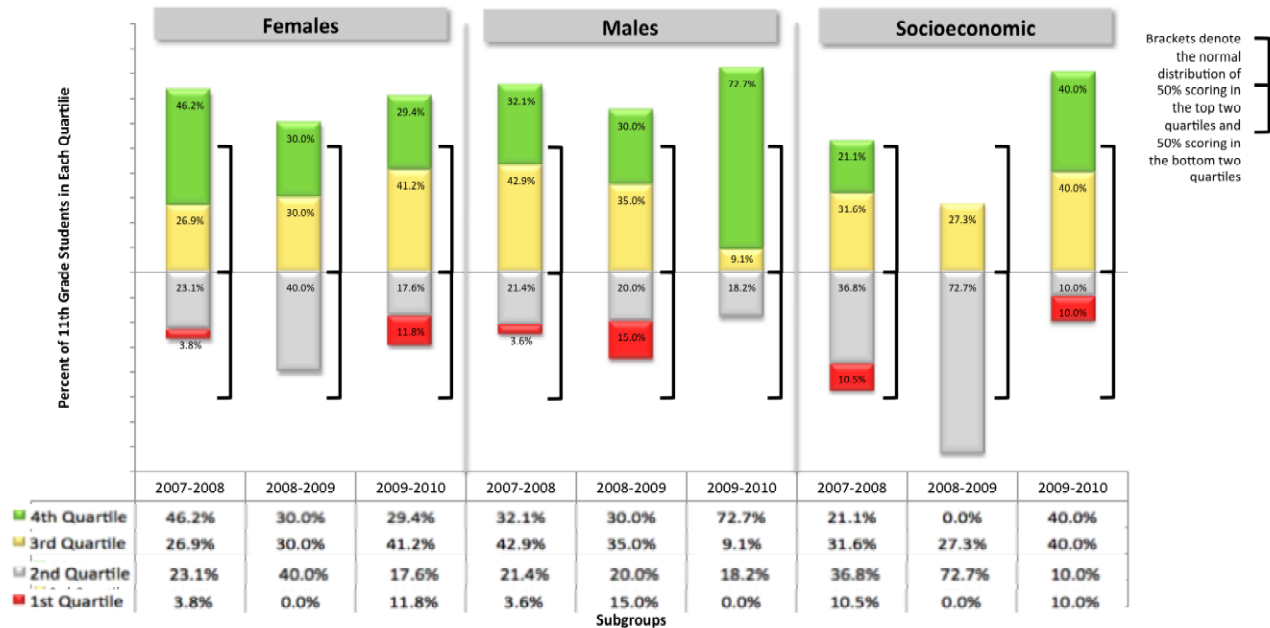
English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



11th Grade MATH Quartiles Subgroups
(Females, Males & Socioeconomics)

Iowa Tests of Educational Development NRT: 3 Year Comparison



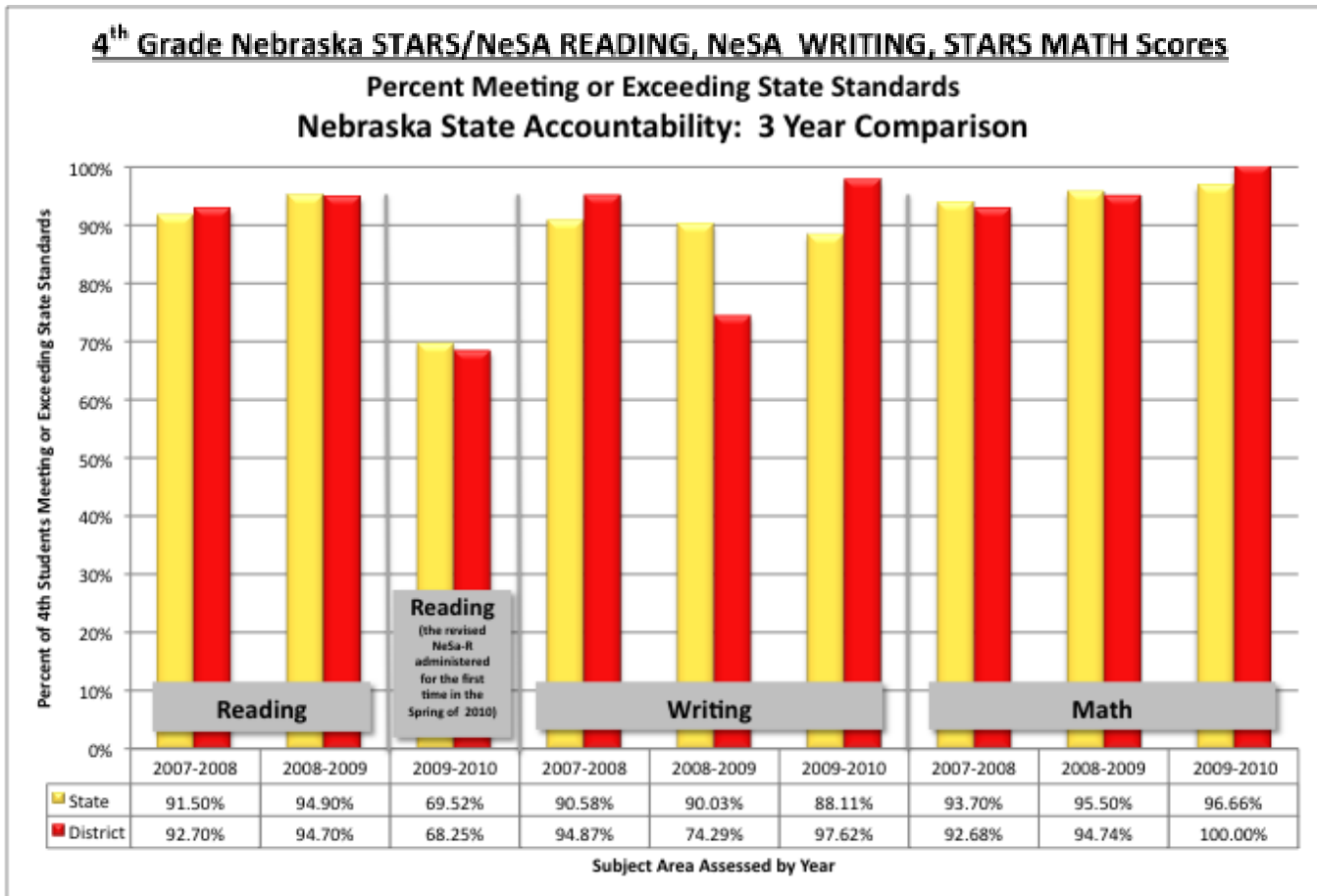
Summary of 11th grade ITED Math subgroup scores by year:

- 2009-2010: A larger percentage of males than females scored in the top two quartiles, 81.8% of boys and 70.6% of girls. 80% of identified socioeconomic students scored in the top two quartiles, 29.4% of girls, 72.7% of boys and 40% of identified socioeconomic students scored in the top quartile. No boys scored in the lowest quartile in mathematics.
- 2008-2009: A similar percentage of males and females scored in the top two quartiles, 60% of girls and 65% of boys. 0% of identified socioeconomic students scored in the top quartile. No girls or socioeconomic students scored in the first quartile. The socioeconomic subgroup had a large percentage, 72.7%, scoring in the second quartile.
- 2007-2008: A similar percent of females and males scored in the top two quartiles, 73.1% of girls and 75% of boys. 52.7% identified socioeconomic students scored in the top two quartiles. 46.2% of girls scored in the top quartile.

Comparison of 11th grade ITED Math subgroup scores over a three-year period:

- Females:** The percent of girls scoring in the top two quartiles is comparable 73.1% to 60% to 70.6%. The percent scoring in the lowest quartile decreased from 3.8% to 0% then increased to 11.8%. The percent scoring in the top quartile declined from 46.2% to 30% then stayed comparable at 29.4%.
- Males:** The percent of boys scoring in the top two quartiles decreased from 75% to 65% then increased to 81.8%. The percent scoring in the top quartile were comparable in 2008-2008 and 2008-2009, but showed a large increase in 2009-2010, 32.1% to 30% to 72.7% respectively. The percent scoring in the lowest quartile varied from 3.6% to 15% to 0%.
- Socioeconomic:** The percentage of low socioeconomic status students in the top two quartiles decreased 26% (52.7% to 27.3%) from 2007-2008 to 2008-2009 then increased 53% (to 80%) in 2009-2010. The percent of students in the top two quartiles was considerably less than the overall student scores in 2007-2008 and 2008-2009, but was comparable to the overall student scores in 2009-2010. The percent of students in the lowest quartile remained fairly constant in the three-year period, 10.5% to 0% to 10%. There was a difference in the percent of students in the lowest two quartiles, 47.3% to 72.7% to 20%, in 2009-2010.
- Special Education:** Scores for special education are not compared because of low student numbers.
- English Language Learners:** Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



Summary of 4th grade assessment of state standards by year:

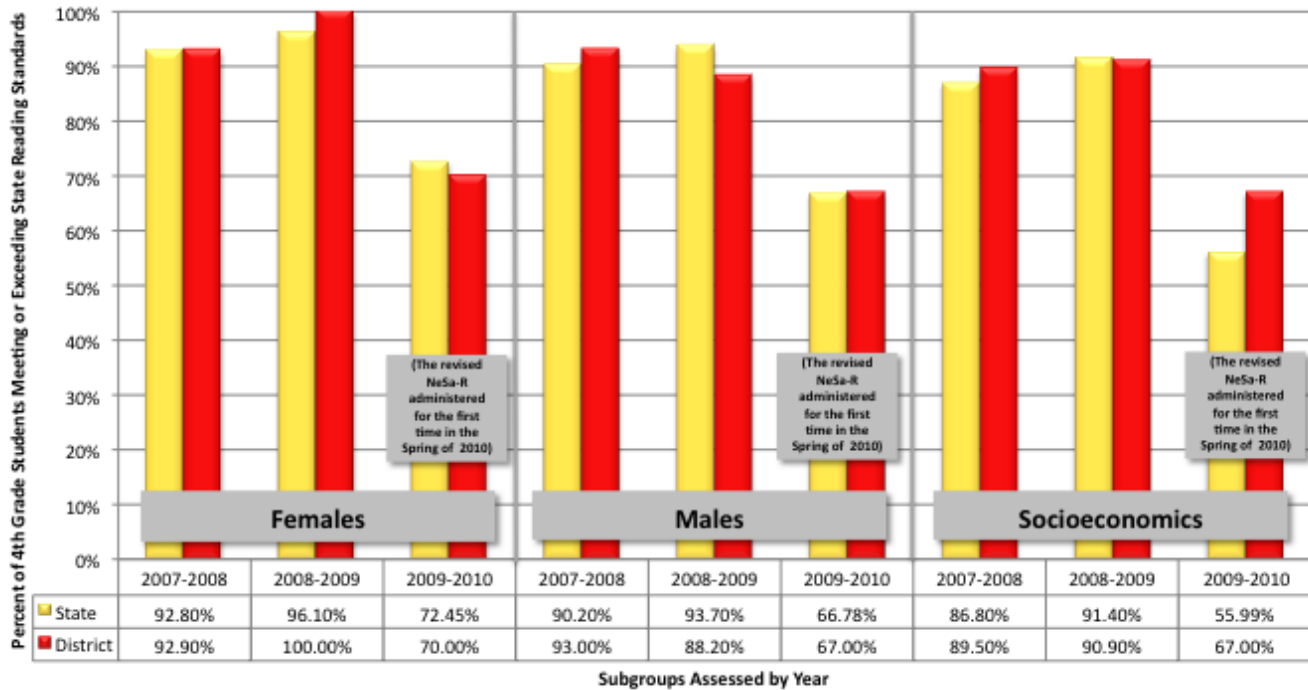
- 2009-2010: There were a high percentage of students that met or exceeded the state standards in Math and Writing, 100% and 97.62% respectively. The percentage of students in Reading was lower with 68.25% that met or exceeded the state standard. The percentage of students in Math and Writing exceeded the state standards, but the Reading percentage did not meet the state average by 1.27%.
- 2008-2009: There was high percentage of students that met or exceeded the state standards in Math and Reading. The percentage of students in Writing was lower with 74.29% of students. None of the three subject areas had percentages that met the state average.
- 2007-2008: All three subject areas had percentages of students that met or exceeded the state standard that were higher than 90%. In Reading and Writing the percentages exceeded the state average, but the percentage of students in the area of Math did not meet the state standard.

Comparison of 4th grade assessment of state standards over a three-year period:

- Reading: Over the three-year period there was a decrease in the percentage of students that met or exceeded the state Reading standards, decreasing from 92.7% in 2007-2008 to 68.25% in 2009-2010. The 2007-2008 school year was the only year that had a percentage above the state average.
- Writing: Between 2007-2008 and 2008-2009 there was a decrease in the percentage of students that met or exceeded the Writing standards from 94.87% to 74.29%. This was followed by an increase in the 2009-2010 year to 97.62%. The only year that did not exceed the state average was 2008-2009, which was 15.74% below the state average.
- Math: There was a gradual increase over the span of three years, beginning at 92.68% in 2007-2008, the percentage of students rose to 100% in 2009-2010. The 2009-2010 school year was the only year that surpassed the state average.



**4th Grade Nebraska STARS/NeSA READING Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison**



Summary of 4th grade state Reading standards subgroup scores by year:

- 2009-2010: The scores across each subgroup were 70% or lower, with the boys subgroup and socioeconomics subgroup being the lowest. The percentage of girls did not meet the state average, whereas the boys and socioeconomic subgroups were above the average, 100%
- 2008-2009: The girls subgroup had a high percentage of students that met or exceeded the reading standards. The males and socioeconomics subgroups had percentages of 88.2% or better. The females were the only subgroup that had a percentage of students that was above the state average.
- 2007-2008: There was a high percentage of students in the boys and girls subgroups that met or exceeded the state Reading standards, 93% and 92.9% respectively. The percentage of students in the socioeconomic subgroup was slightly lower with 89.5%. All three subgroups had percents of students that exceeded the state average.

Comparison of 4th grade state Reading standards subgroup scores over a three-year period:

Females: Over the three-year period, the girls subgroup showed the highest percentage of 100% in the 2008-2009 year. There was a 30% decrease in the student percentage of 100% in 2008-2009 to 70% in 2009-2010. In the 2007-2008 and 2008-2009 school years, the percentage of girls was higher than the state average.

Males: There was a decreasing trend among the percentage of boys in the span of three years. In 2007-2008 the percentage was the highest with 93% of students, which had decreased to 67% in 2009-2010. The 2008-2009 year was the only year where the percentage of boys that met or exceeded the standards was not above the state average.

Socioeconomic: Between the years of 2007-2008 and 2008-2009 there was a slight increase in the percentage of students that met or exceeded the state reading standards. In 2009-2010 the percentage decreased from 90.9% in 2008-2009 to 67%. In 2009-2010 the state average was also low, 55.99%, and the subgroup still surpassed this percentage with 67%.

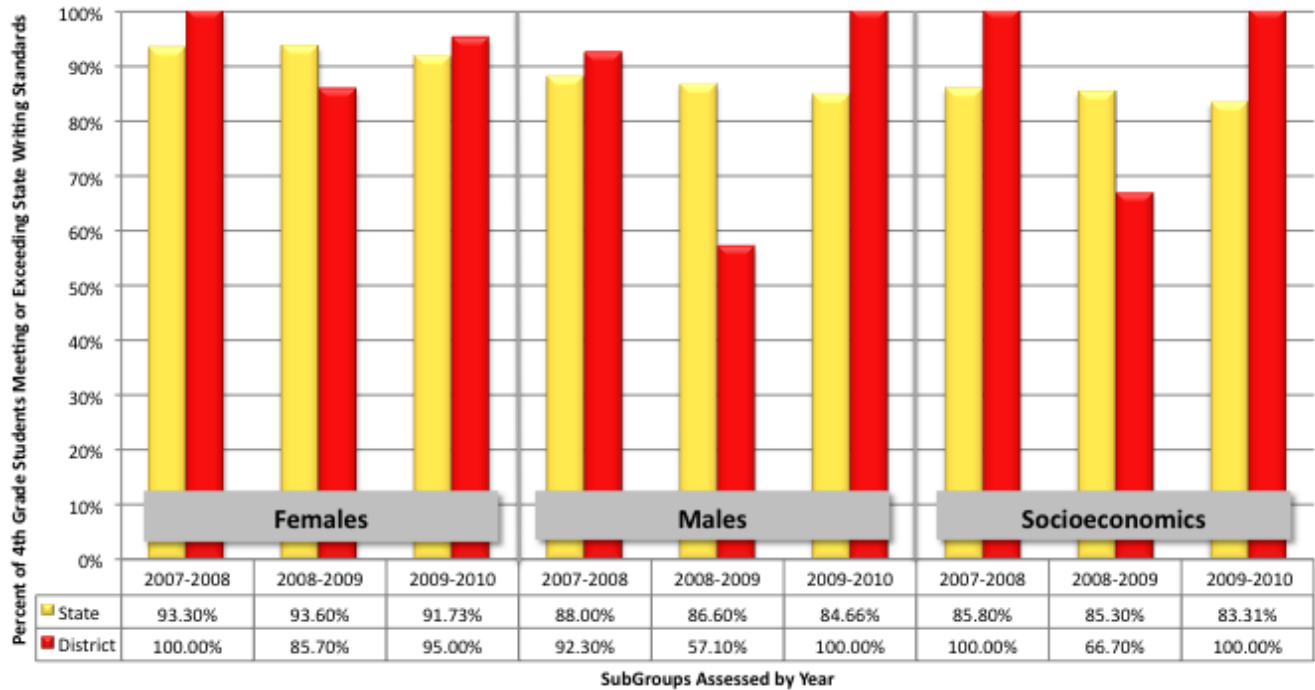
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



**4th Grade NeSA WRITING Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison**



Summary of 4th grade state Writing standards subgroup scores by year:

- 2009-2010: There was 100% of students in the boys subgroup and socioeconomic subgroup that met or exceeded the state writing standards. The girls subgroup also had a high percentage of 95%. All three subgroups had percentages that were above the state average.
- 2008-2009: In this year there were no percentages higher than 85.7%. The boys had the lowest percentage of 57.1% among the three subgroups and the socioeconomic group was slightly higher with 66.7%. None of the subgroups were close to meeting the state average.
- 2007-2008: There was 100% of students in the socioeconomic subgroup and girls subgroup that met or exceeded the state writing standards. The boys subgroup also had a high percentage of 92.3%. All three subgroups had percentages that were at most 14.2% above the state average.

Comparison of 4th grade state Writing standards subgroup scores over a three-year period:

- Females: There was a decrease in the percentage of girls that had met or exceeded the state standard from 2007-2008 to 2008-2009, 100% to 85.7% respectively. In 2009-2010 the percentage had increased to 95%. The only year that the percentage of girls did not surpass the state average was in 2008-2009.
- Males: The boys subgroup showed a drastic decrease then increase in the percentage of students. From 2007-2008 to 2008-2009 the percentage dropped 35.2%, but increased from 57.1% in 2008-2009 to 100% in 2009-2010. The 2008-2009 school year was the only year that the percentage of students was not higher than the state average.

Socioeconomic: In 2007-2008 and 2009-2010 there was a high percentage, 100%, of students that met or exceeded the state standards in writing. The 2008-2009 school year showed a decrease in the percentage to 66.7%. The socioeconomic subgroup had percentages that were above the state standard in 2007-2008 and 2009-2010.

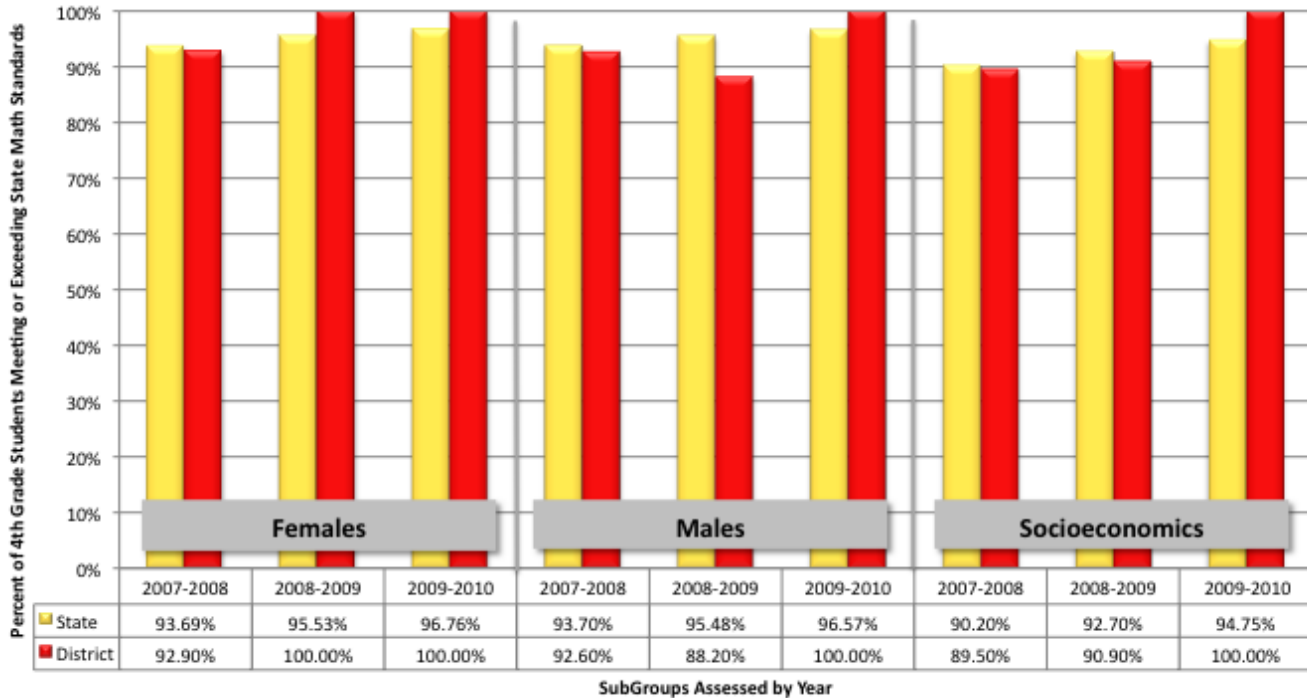
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



**4th Grade Nebraska STARS MATH Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison**



Summary of 4th grade state Math standards subgroup scores by year:

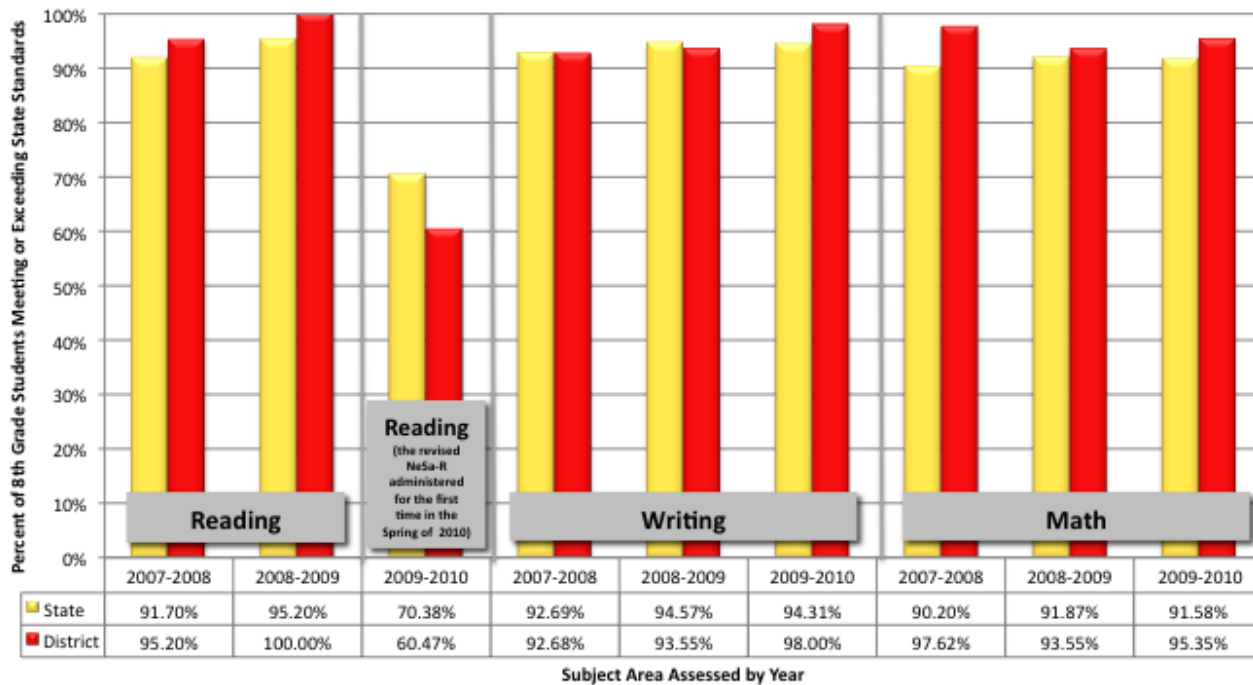
- 2009-2010: All three subgroups had 100% of students that met or exceeded the state standards in math. Each subgroup surpassed the state average.
- 2008-2009: The girls subgroup had the highest percentage of students, 100%, that met or exceeded the state standards. The other two subgroups were comparable with percentages of 88.2% and 90.9%. The boys subgroup and socioeconomic subgroup did not meet the state average, whereas the girls subgroup was higher than the state average.
- 2007-2008: In this year there were no scores above 93%. The socioeconomic subgroup had the lowest score of 89.5% among the subgroups. All of the subgroups did not meet the state average for this year.

Comparison of 4th grade state Math standards subgroup scores over a three-year period:

- Females: There was an increase in the percentage of students that met or exceeded the state standards over the three-year period. The highest years, with a percentage of 100%, were 2008-2009 and 2009-2010. 2007-2008 was the only year that did not meet the state average by .79%.
 - Males: Between 2007-2008 and 2008-2009 there was a slight decrease in the percentage of students meeting or exceeding the state math standards, decreasing from 92.6% to 88.2%. The 2009-2010 school year showed the highest percentage 100% of students, and was also the only year to surpass the state average.
 - Socioeconomic: There was an increasing trend in the percentage of students in the socioeconomic subgroup over the three year period, from 89.5% in 2007-2008 to 100% in 2009-2010. The 2009-2010 school year was the only year that the percentage, 100%, was above the state average.
 - Special Education: Scores for special education are not compared because of low student numbers.
 - English Language Learners: Scores for English Language Learners are not compared because of low student numbers.
- INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.*



8th Grade Nebraska STARS/NeSA READING, NeSA WRITING, STARS MATH Scores
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison



Summary of 8th grade assessment of state standards by year:

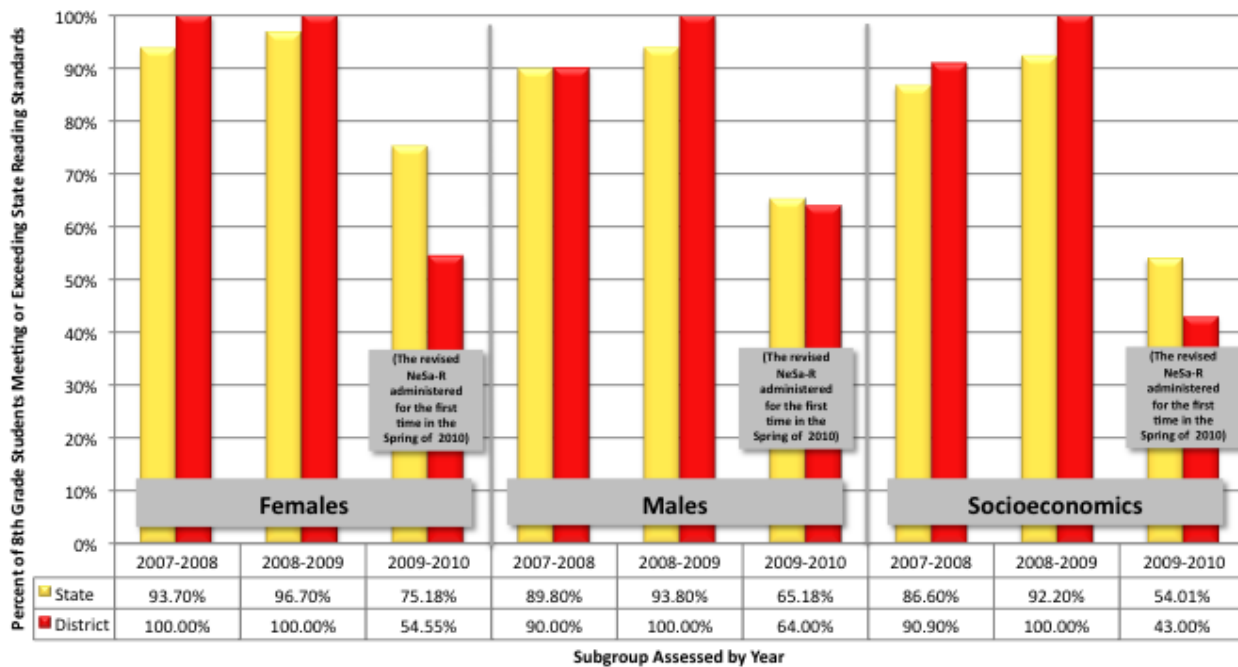
- 2009-2010: In all subject areas, 69.5% or more met or exceeded the state standards, and in Math and Writing JCC percentages exceeded the state average. 98% of all JCC students met or exceeded the state Writing standards.
- 2008-2009: In all subject areas, 90% or more met or exceeded the state standards. 100% of all JCC students met or exceeded the state Reading standards. In Reading and Math, JCC had a higher percent of student who met or exceeded the state standards than the state average. JCC's Writing percentage was within 1% of the state average.
- 2007-2008: 92.68% or more of JCC 8th grade students met or exceeded the state standards in Reading, Writing, and Math. In Reading and Math, the percent of JCC students meeting or exceeding the standards surpassed the state average.

Comparison of 8th grade assessment of state standards over a three-year period:

- Reading: Over the three-year period, the percentage of students that met or exceeded the state Reading standards decreased significantly from 2008-2009 to 2009-2010 by 39.53%. In 2008-2009 the percentage of students, 60.46%, was below the state average of 70.38%.
- Writing: Each year showed an increasing trend in the percentage of students that met or exceeded the state Writing standards. 2009-2010 had the highest percentage of students, 98%, and was also the only year where the percentage surpassed the state average.
- Math: There was a decrease in the percentage of students that met or exceeded the state standards in Math over three years from 97.62% in 2007-2008 to 95.35% in 2009-2010. All three years had percentages higher than the state average.



8th Grade Nebraska STARS/NeSA READING Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison



Summary of 8th grade state Reading standards subgroup scores by year:

- 2009-2010: The percentages for students that met or exceeded the standards in each subgroup were low. The boys had the highest percentage of 64% and the other subgroups were lower. None of the subgroups met the state average for this year.
- 2008-2009: All three subgroups had 100% of students that met or exceeded the state standards in reading. Each subgroup surpassed the state average.
- 2007-2008: Each subgroup had 90% or more of students that met or exceeded the state standards, while the girls had 100% of students. Each subgroup surpassed the state average.

Comparison of 8th grade state Reading standards subgroup scores over a three-year period:

Females: Over the three-year period, the girls showed a decreasing trend. In 2007-2008 and 2008-2009, 100% of girls met or exceeded the standards. However, this had a 45.45% decrease in 2009-2010 dropping to 54.55%. 2009-2010 was the only year that the state average was not surpassed.

Males: There was an increase in percentages from 90% in 2007-2008 to the highest percentage of 100% in 2008-2009. In 2009-2010 the percentage of students decreased to 64%. The 2009-2010 school year was the only year that the percentage of students did not exceed the state average.

Socioeconomic: Over the three year period there was an increase in the percentages of students in 2007-2008 to 2008-2009 from 90.9% to 100%, respectively. After the highest percentage of students at 100%, there was a significant decrease to 43% in 2009-2010. In 2009-2010 the percentage of students did not surpass the state average.

Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

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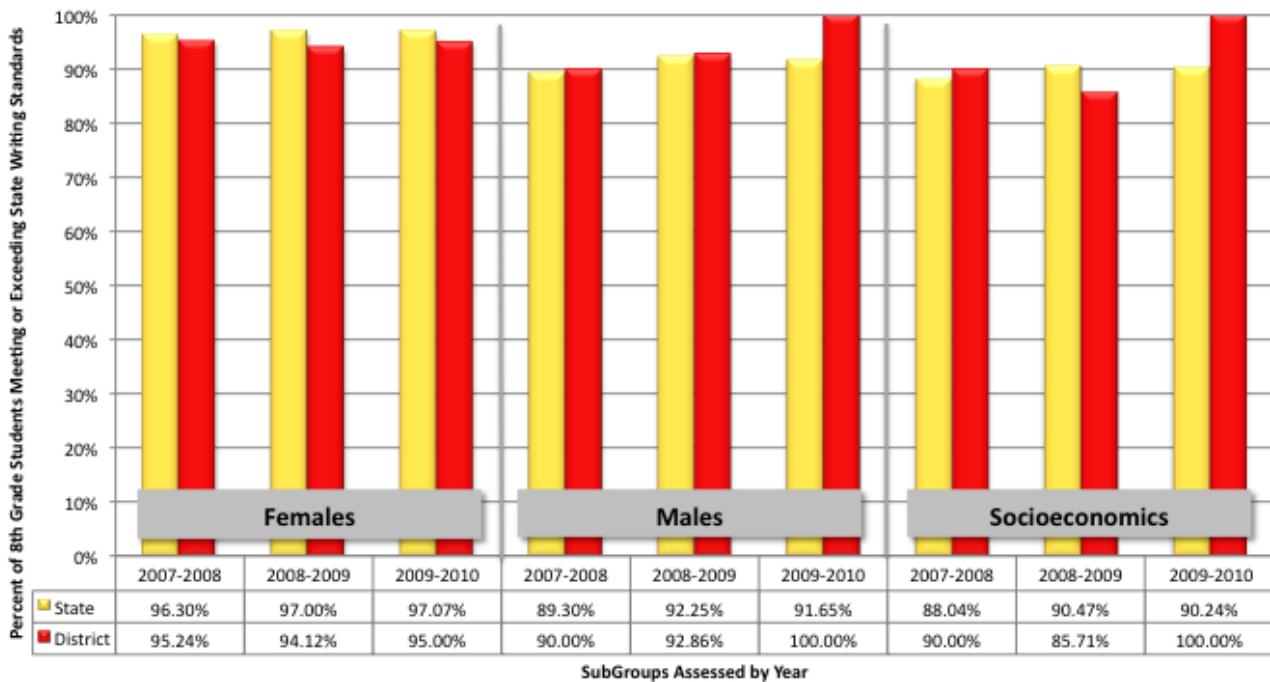


Johnson County Central Public Schools



8th Grade NeSA WRITING Scores by Subgroup (Females, Males, and Socioeconomic)

Percent Meeting or Exceeding State Standards Nebraska State Accountability: 3 Year Comparison



Summary of 8th grade state Writing standards subgroup scores by year:

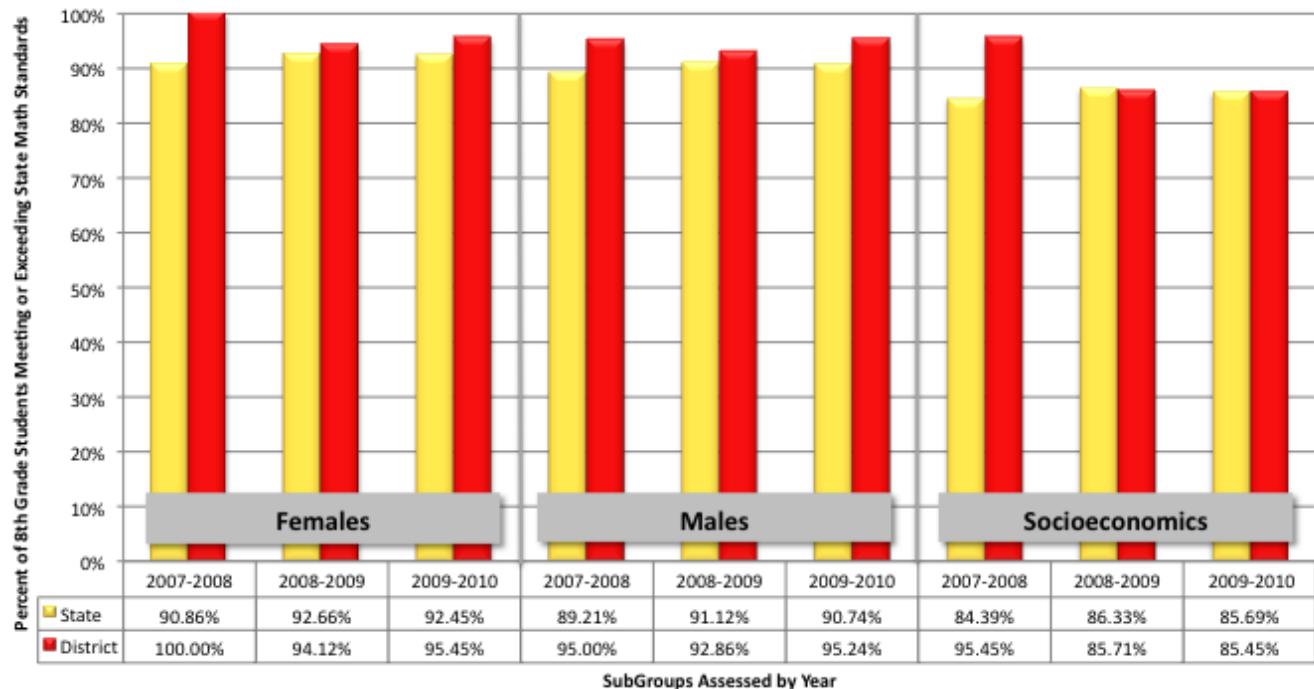
- 2009-2010: All subgroups had a percentage of at least 95% or better. The boys subgroup and socioeconomic subgroup had 100% of all students meeting or exceeding the state writing standards. The girls were the only subgroup to not exceed the state average.
- 2008-2009: There were no subgroups that had percentages of students greater than 95%. The socioeconomic subgroup had the lowest percentage of the three subgroups with 85.71%. The socioeconomic and girls subgroups did not have percentages that surpassed the state average.
- 2007-2008: Each subgroup had a percentage of students that was 90% or above, with a girls subgroup percentage of 95.24%. The socioeconomic and boys subgroups had slightly higher percentages than the state average.

Comparison of 8th grade state Writing standards subgroup scores over a three-year period:

- Females:** Over the span of three years, the percentage of students remained consistent around 95%. Every year the percentage of students was lower than the state average.
 - Males:** There was an increase in the percentage of students that met or exceeded the state standards from 90% in 2007-2008 to the highest percentage of 100% in 2009-2010. The percentage of boys was higher than the state average all three years.
 - Socioeconomic:** Between the 2007-2008 and 2008-2009 years, there was a slight decrease in the percentage of students of 4.29%. The following year, the percentage increased to the highest percentage of 100% in 2009-2010. The only year that did not have a percentage of students that was above the state standard was the 2008-2009 school year.
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 - English Language Learners:** Scores for English Language Learners are not compared because of low student numbers.
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**8th Grade Nebraska STARS MATH Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison**



Summary of 8th grade state Math standards subgroup scores by year:

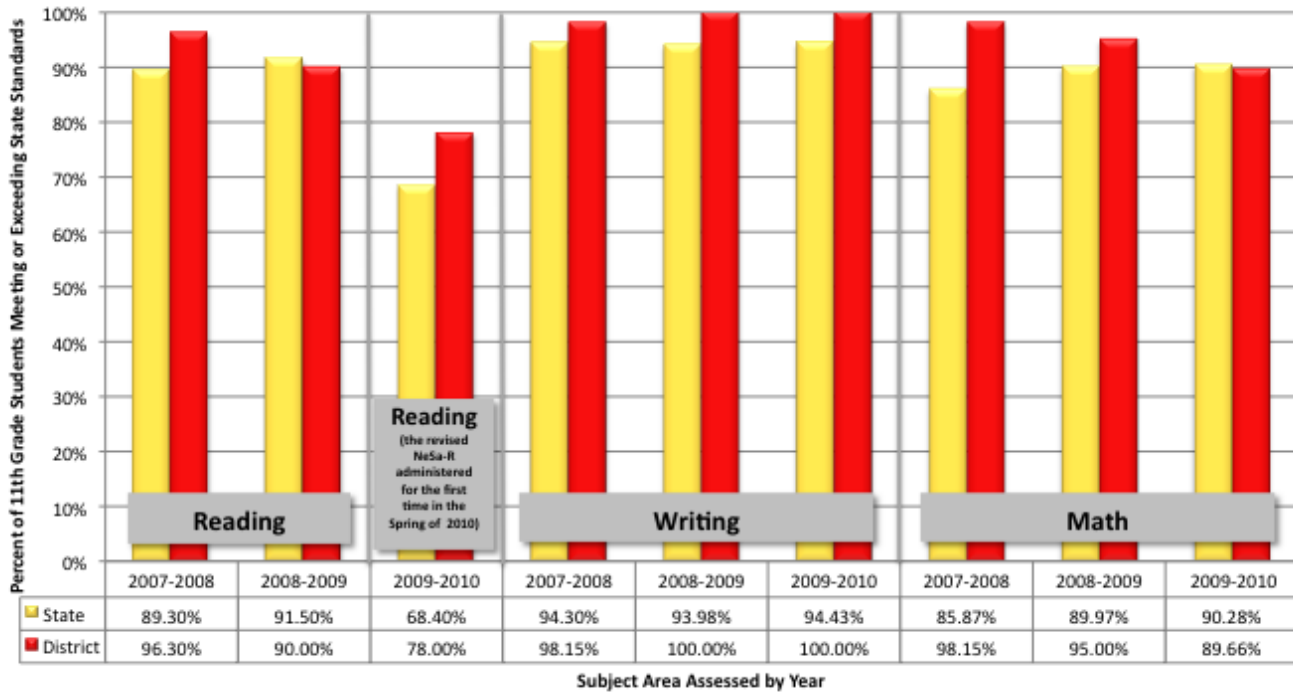
- 2009-2010: The girls and boys subgroups had percentages of students that were greater than 95%. The percentage of students in the socioeconomic subgroup was lower with 85.45% and was the only subgroup that did not exceed the state average for the year.
- 2008-2009: The girls subgroup had the highest score of 94.12% of the three subgroups. The boys were slightly lower with 92.86% of students meeting or exceeding the state standards, while the socioeconomics subgroup had 85.71%. Both the girls and boys percentages surpassed the state average.
- 2007-2008: All subgroups had a percentage of 95% or greater. The highest percentage was 100% of the girls that met or exceeded the math standards. Each subgroup exceeded the state average for the year.

Comparison of 8th grade state Math standards subgroup scores over a three-year period:

- Females: There was a decrease in the percentage of students over the span of three years from the highest percentage of 100% in 2007-2008 to 95% in 2009-2010. Every year the percentage of girls that met or exceeded the standards was above the state average.
 - Males: Over the three-year period, the percentage of boys meeting or exceeding the state standards remained relatively consistent, only decreasing slightly from 95% in 2007-2008 to 92.86% in 2008-2009, but then increasing again in 2009-2010 to 95%. Every year the percentage of boys that met or exceeded the standards was above the state average.
 - Socioeconomic: There was a decreasing trend in the percentage of students that met or exceeded the standards. In 2007-2008 the percentage was 95.45%, which decreased to 85.45% in 2009-2010. Each year the percentage of students identified in the socioeconomic subgroup was below the state average, at the most by 11.06%.
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 - English Language Learners: Scores for English Language Learners are not compared because of low student numbers.
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11th Grade Nebraska STARS/NeSA READING, NeSA WRITING, STARS MATH Scores
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison



Summary of 11th grade assessment of state standards by year:

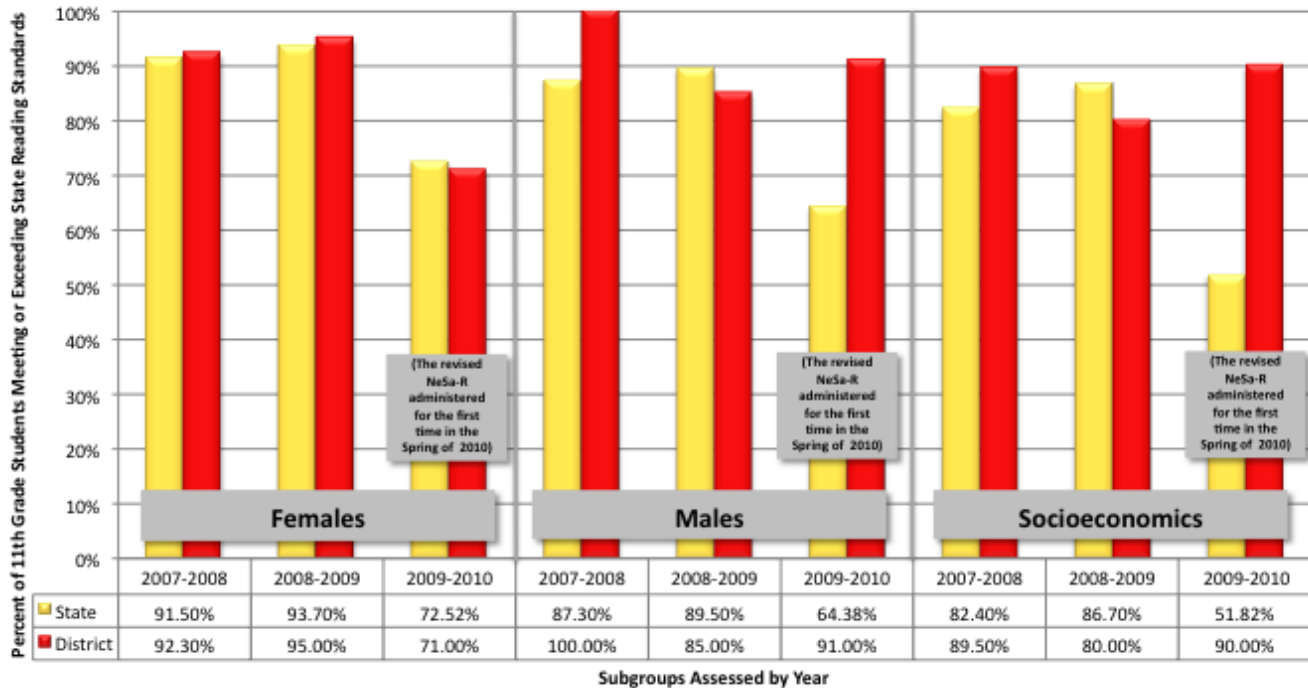
- 2009-2010: In all subject areas, 78% or more met or exceeded the state standards, and in all subject areas exceeded the state average. 100% of all JCC students met or exceeded the state Writing standards.
- 2008-2009: In all subject areas, 90% or more met or exceeded the state standards. 100% of all JCC students met or exceeded the state Writing standards. In Writing and Math, JCC had a higher percentage of student who met or exceeded the state standards than the state average. JCC's Reading percentage was within 1.5% of the state average.
- 2007-2008: 96.3% or more of JCC 11th grade students in Reading, Writing, and Math met or exceeded the state standards. In all three subject areas the percent of JCC students meeting or exceeding the standards exceeded the state average.

Comparison of 11th grade assessment of state standards over a three-year period:

- Reading: Over three years there was a decrease in percentage of JCC students meeting or exceeding the Reading standard from 96.3% in 2007-2008 to 78% in 2009-2010. During the 2007-2008 school year, the percentage of JCC students was above the state average by 7%. In 2009-2010 the district fell short of meeting the state average by 9.6%.
- Writing: The percentage of JCC students meeting or exceeding the Writing standards over the three years was high with 98.15% in 2007-2008 to 100% in 2008-2009 and 2009-2010. In each of the three years the district exceeded the state average by at least 3.85%.
- Math: There was a decreasing trend in the math scores over the three years. In the 2007-2008 school year the district percentage of students meeting or exceeding the state math standards was high with 98.15%, then it decreased to 89.66% in 2009-2010. The district was above the state average in 2007-2008 and 2008-2009, but did not meet the state average by less than 1%, in 2009-2010.



11th Grade Nebraska STARS/NeSA READING Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison



Summary of 11th grade state Reading standards subgroup scores by year:

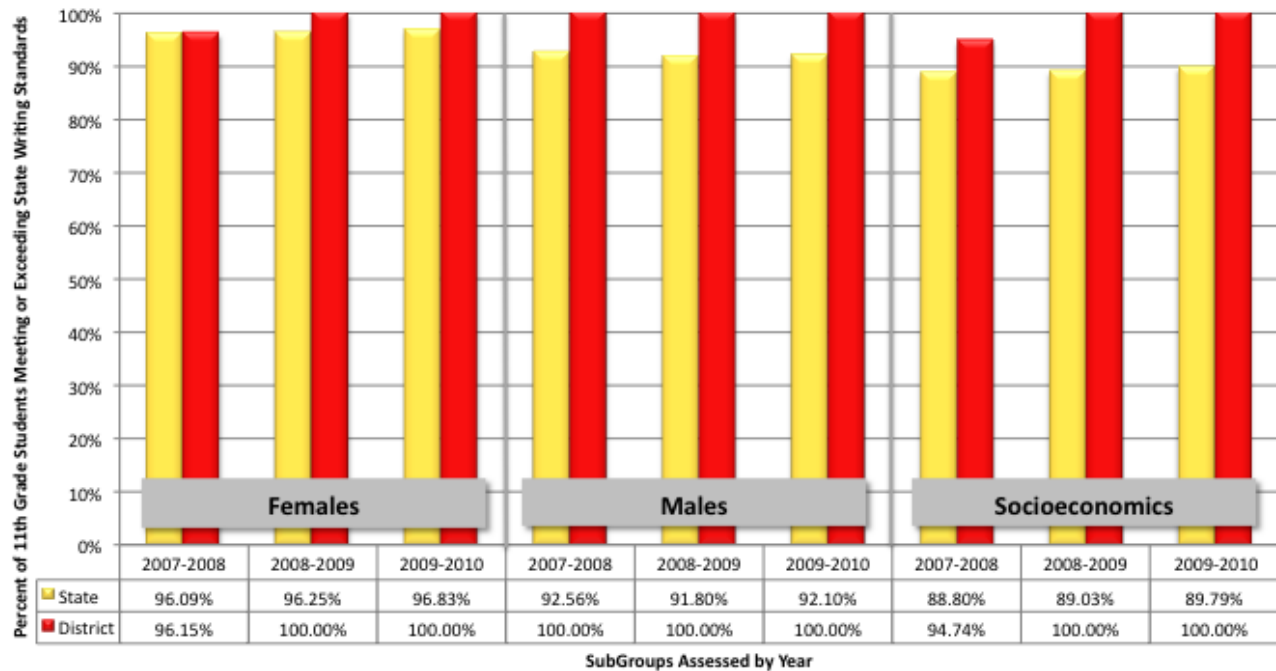
- 2009-2010: 90% or more of students in the socioeconomic and boys subgroups met or exceeded the state Reading standards. The girls subgroup had 71% of students meet or exceed the standards. The students in the boys subgroup and socioeconomic subgroup had percentages above the state average by at least 26.62%.
- 2008-2009: The girls had the highest percentage, 95%, of all the subgroups. The other two subgroups were comparable with the boys percentage of 85% and the socioeconomic percentage of 80%. The girls subgroup was the only group to have a percentage above the state average.
- 2007-2008: In this year the boys had a high percentage of 100% of students. The socioeconomic subgroup was the lowest with 89.5%. All subgroups had a percentage of students that met or exceeded the state average.

Comparison of 11th grade state Reading standards subgroup scores over a three-year period:

- Females: Over the three-year period, there was a slight increase, then decrease in the percentages. In 2008-2009 there were 95% of students that met or exceeded the state standards. This percentage decreased to 71% in 2009-2010. The first two years the percentage of students surpassed the state average.
 - Males: The boys subgroup showed a decrease from 100% in 2007-2008 to 85% in 2008-2009. This percentage increased in the year 2009-2010 up to 91%. The percentage of boys exceeded the state average in the first and last year.
 - Socioeconomic: There was a decrease in the percentage of students identified in the socioeconomic group from 89.5% to 80% in the first two years. This percentage increased to 90% in 2009-2010. The percentage of students exceeding or meeting the standards was significantly higher than the state average by 38.18% in 2009-2010.
 - Special Education: Scores for special education are not compared because of low student numbers.
 - English Language Learners: Scores for English Language Learners are not compared because of low student numbers.
- INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.*



**11th Grade NeSA WRITING Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison**



Summary of 11th grade state Writing standards subgroup scores by year:

- 2009-2010: All three subgroups had 100% of students that met or exceeded the state standards in Math. Each subgroup surpassed the state average.
- 2008-2009: All three subgroups had 100% of students that met or exceeded the state standards in Math. Each subgroup surpassed the state average.
- 2007-2008: Each subgroup had a high percentage of students, 94.74% or better, that met or exceeded the state standards. The boys had the highest percentage of 100%. Each subgroup surpassed the state average.

Comparison of 11th grade state Writing standards subgroup scores over a three-year period:

- Females: There was an increasing trend over the three-year period with the percentage of girls rising from 96.15% to 100% in the last two years. Every year the girls subgroup percentage exceeded the state average.
- Males: Over the span of three years, 100% of boys met or exceeded the state standards each year. Every year the boys subgroup percentage exceeded the state average in writing.
- Socioeconomics: This subgroup showed an increasing trend from 94.74% the first year, to 100% in the last two years. Every year the students identified in the socioeconomic subgroup had a percentage that exceeded the state average.

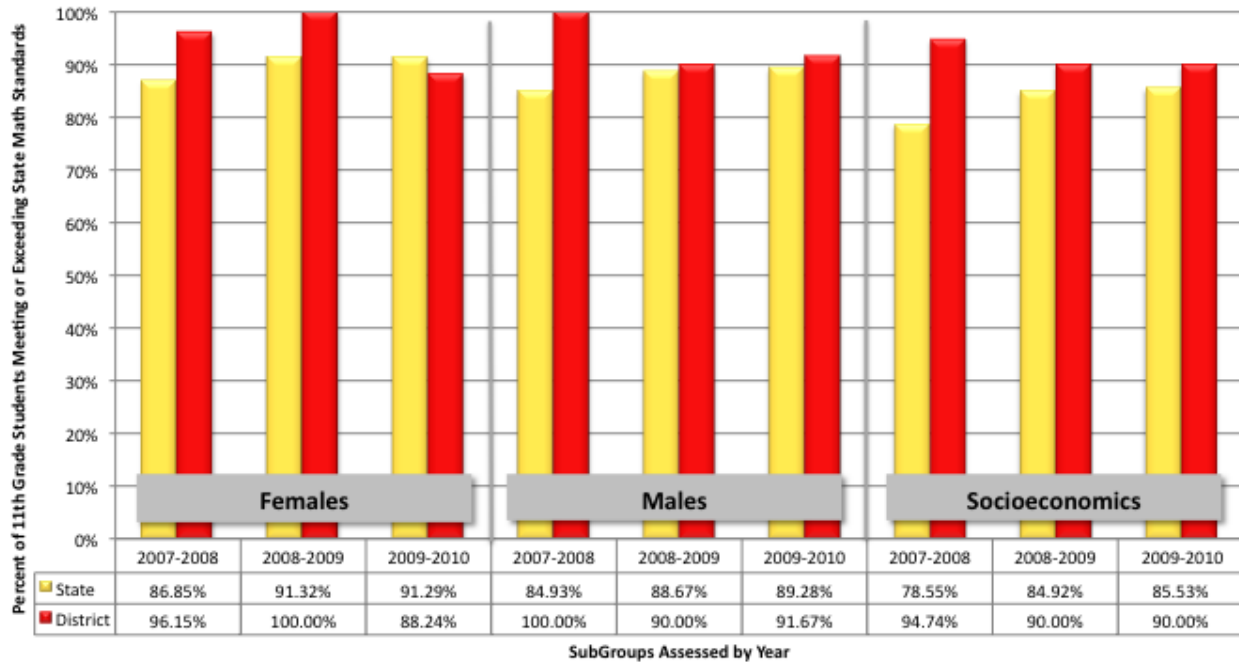
Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.



11th Grade Nebraska STARS MATH Scores by Subgroup
(Females, Males, and Socioeconomic)
Percent Meeting or Exceeding State Standards
Nebraska State Accountability: 3 Year Comparison



Summary of 11th grade state Math standards subgroup scores by year:

- 2009-2010: The percentage of students that met or exceeded the state standards was 90% or better in the socioeconomic and boys subgroups. The girls were slightly lower with a percentage of 88.24% and were the only subgroup to not surpass the state average.
- 2008-2009: Every subgroup had a percentage of 90% or better, with the girls having 100%. Each subgroup surpassed the state average.
- 2007-2008: In this year the boys had 100% of the students meeting or exceeding the state standards. The socioeconomic subgroup and girls subgroup were slightly lower with 94.74% and 96.15%, respectively. Each subgroup surpassed the state average.

Comparison of 11th grade state Math standards subgroup scores over a three-year period:

Females: The percentage of girls that met or exceeded the state standards over the three-year period increased from 96.15% to 100% in the first two years. In 2009-2010 this percentage decreased from 100% to 88.24% and was the only year that the percentage of girls did not exceed the state average.

Males: The boys subgroup showed a decreasing trend over the three years. From 100% in the first year, the percentage decreased to 90% and then slightly increased to 91.6% in 2009-2010. Every year the boys subgroup percentage exceeded the state average.

Socioeconomic: There was a decrease in the percentage of students that met or exceeded the state standards from 94.74% in the first year to 90% in the last two years. Every year the students identified in the socioeconomic subgroup had a percentage exceeded the state average.

Special Education: Scores for special education are not compared because of low student numbers.

English Language Learners: Scores for English Language Learners are not compared because of low student numbers.

INFORMATION NOTE: Socioeconomic refers to students meeting federal guidelines for free/reduced lunch.

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Survey Data



Johnson County Central Public Schools



K-3 ELEMENTARY STUDENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

		☺	☹
1.	Do you feel safe at school?	94 %	6 %
2.	Do enjoy your Music classes?	92 %	8 %
3.	Do you like Library classes?	97 %	3 %
4.	Are the teachers friendly?	99 %	1 %
5.	Are the lunches good at your school?	96 %	4 %
6.	Is your teacher fair to you?	97 %	3 %
7.	My teacher helps me when learning is hard.	97 %	3 %
8.	Do you feel free to ask questions?	96 %	4 %
9.	I am busy learning everyday.	98 %	2 %
10	Teachers plan some fun projects for learning.	100 %	0 %
11	My PE class helps me.	95 %	5 %
12	Do you have a recycle box in your classroom?	92 %	8 %
13.	Would you feel comfortable telling a grownup if someone was bothering you?	94 %	6 %
14	Sometimes I get to use the computer.	99 %	1 %
15	My school visits places in our community.	83 %	17 %

This population was comprised of 136 participants. Students responded favorable when asked if they felt safe at school (94%), if their teachers were friendly (99%), and if they were busy learning everyday (98%). They also indicated that they were comfortable talking to a grown up if someone was bothering them (94%).

There were 97% who said their teacher helps them when the learning is hard, while there were 96% who said they felt free to ask questions.

Because of the age level, written comments were not available. The area with the lowest score noted (83%) was when asked if the school visits places in the community.



Johnson County Central Public Schools



Grades 4-5 ELEMENTARY STUDENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

		Almost Always	Sometimes	Almost Never
1.	Do you feel safe at school?	65 %	32 %	3 %
2.	Do you enjoy your Music classes?	62 %	34 %	4 %
3.	Do you like Library classes?	55 %	42 %	3 %
4.	Are the teachers friendly?	77 %	21 %	2 %
5.	Are the lunches good at your school?	44 %	52 %	4 %
6.	Is your teacher fair to you?	90 %	10 %	0 %
7.	My teacher helps me when learning is hard.	70 %	19 %	2 %
8.	Do you feel free to ask questions?	61 %	32 %	7 %
9.	I am busy learning everyday.	70 %	30 %	0 %
10.	Teachers plan some fun projects for learning.	47 %	49 %	4 %
11.	My PE class helps me.	81 %	15 %	4 %
12.	Do you have a recycle box in your classroom?	77 %	12 %	11 %
13.	Would you feel comfortable telling a grownup if someone was bothering you?	60 %	34 %	6 %
14.	Sometimes I get to use the computer.	39 %	56 %	5 %
15.	My school visits places in our community.	20 %	63 %	17 %
16.	My goal is to be on the Honor Roll.	68 %	25 %	7 %
17.	My teachers present lessons in a variety of ways.	57 %	40 %	3 %
18.	Extra help is available when I need it.	65 %	33 %	2 %



Johnson County Central Public Schools



Grades 4-5 ELEMENTARY STUDENT SURVEY SUMMARY JOHNSON COUNTY CENTRAL SCHOOLS

Of the 61 students surveyed, 70% indicated they “almost always” are busy learning every day, while 70% said their teacher “almost always” helps them when the learning is hard. Of the youth surveyed, six out of ten (61%) “almost always” feel free to ask questions.

Two-thirds of the students (65%) indicated that extra help is “almost always” available when needed, however 35% indicated that extra help is “sometimes or almost never” available when needed.

There were two-thirds (65%) of the 61 Fourth and Fifth graders who “almost always” feel safe at school, while one-third of the students “sometimes” or “almost never” (35%) feel safe at school. There were 3 out of 5 students (60%) who would feel comfortable telling a grownup if someone was bothering them, while two out of five (40%) “sometimes” or “almost never” feel comfortable telling a grownup if someone was bothering them.

Some responses may suggest the students’ interest in having more involvement with the community. Comments indicated a desire to have more time for enrichment classes such as longer PE classes, more art projects, and class computer use.



Johnson County Central Public Schools



MIDDLE SCHOOL STUDENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

		Almost Always	Sometimes	Almost Never
1.	I feel that I belong at my Middle School	62 %	35 %	3 %
2.	My teachers encourage me to develop in areas of my own interest.	48 %	46 %	6 %
3.	When I am at school, I feel safe.	61 %	36 %	3 %
4.	PE class has variety and keeps me interested.	88 %	9 %	3 %
5.	Art class has variety and helps me grow as a person.	37 %	46 %	17 %
6.	Music class has variety and provides enjoyment.	23 %	55 %	22 %
7.	Teachers are helpful and encourage me to do my best.	70 %	27 %	3 %
8.	My teachers bring technology into our classrooms.	37 %	60 %	3 %
9.	Students are made aware of the importance of recycling.	42 %	52 %	6 %
10	Bullying is controlled and discouraged at our Middle School.	44 %	48 %	8 %
11	My teachers present lessons in a variety of ways.	60 %	33 %	7 %
12	My elementary school prepared me for Middle School.	58 %	35 %	7 %
13.	My home work keeps me busy.	50 %	42 %	8 %
14	I choose to take zeros.	1 %	7 %	92 %
15	I'm on the down list.	6 %	35 %	59 %
16	My goal is to be on the Honor Roll.	81 %	18 %	1 %
17	I feel that I should do my best.	88 %	12 %	9 %
18	I feel that my teachers care about me.	56 %	39 %	5 %
19	Extra help is available when I need it.	51 %	42 %	7 %
20	My school offers opportunities for Social Time.	35 %	52 %	13 %



Johnson County Central Public Schools



MIDDLE SCHOOL STUDENT SURVEY SUMMARY JOHNSON COUNTY CENTRAL SCHOOLS

The first statement on the Middle School survey asked students if they feel like they belong at JCC's Middle School with 62% responding with "almost always" , while 3% of the surveys revealed a "never" response. There were 3% of the students who stated they did not feel safe while at school; while 61% indicated they "always" felt safe at school. There were indications that the elementary school experiences prepared this sector for Middle School with 58% reporting "almost always" and 35% indicating "sometimes."

There are 56% of the youth who indicated that bullying is "sometimes" or "almost never" controlled and discouraged at the Middle School.

Perhaps the most alarming statistic from this population related to the statement: "I'm on the down list", with "almost always" responses totaled 6% and "sometimes" responses totaled 35%. These numbers suggest that over 40% of the middle school students are failing from time-to-time.

Of the 106 students surveyed, four out of five (81%) middle school students "almost always" have the goal to be on the Honor Roll. Of the youth surveyed, seven out of 10 (70%) students indicated the teachers are helpful and encourage them to do their best.

There are one-half of the students (51%) who indicated that extra help is "almost always" available when needed, while 49% indicated that extra help is "sometimes" or "almost never" available when needed.



Johnson County Central Public Schools



HIGH SCHOOL GRADES 9-12 STUDENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

Gender:	Number of Participants	Graduation Year:	Number Completing Survey
Male	46%	2011	23%
Female	54%	2012	26%
		2013	23%
		2014	29%

Students were asked to rate Johnson County Central in each of the following areas. The chart below shows the percent of students selecting each rating.

Statements:	3 Excellent	2 Satisfactory	1 Needs Improvement	N/A Does Not Apply
a. JCC ensures I am able to read effectively.	59%	37%	2%	1.5%
b. JCC ensures I am able to write effectively	54%	41%	5%	0%
c. JCC ensures I am able to do math effectively	56%	39%	4.5%	1%
d. JCC ensures I am able to listen and speak effectively	58%	34%	7.5%	1%
e. JCC encourages learning on my own after graduation	51%	37%	7.5%	4.5%
f. JCC is preparing me to succeed in the world of work	48%	41%	11%	1%
g. JCC is preparing me to succeed in college	48.5%	36%	9%	6%
h. JCC offers a safe environment	54.5%	40%	4.5%	1%
i. JCC offers an alcohol, tobacco and drug-free environment	57%	33%	7%	3%
j. JCC encourages a global perspective and appreciates	45.5%	45.5%	7.5%	1.5%
k. JCC integrates technology throughout the curriculum	51%	38%	10%	1.5%
l. JCC encourages community participation and service	39%	47%	13%	1.5%
m. JCC administration provides effective leadership	40%	51.5%	8%	0%
n. JCC staff listens to student ideas and seeks input	32%	48%	20.5%	0%
o. JCC teachers treat each student with respect and fairness	34%	45.5%	20.5%	0%
p. JCC encourages participation in extracurricular activities	61%	33%	6%	0%
q. I am proud to be a student at JCC	52%	34%	10%	4%



Johnson County Central Public Schools



Career clusters selected when students were asked to indicate their current occupational goal:

Career Clusters	Percent of students selecting
Agriculture, Food, & Natural Resources	4.5%
Business Management & Administration	3.2%
Government & Public Administration	1.9%
Human Services	7.8%
Manufacturing	1.9%
Architecture & Construction	9.7%
Education & Training	17.5%
Health Science	18.2%
Information Technology	2.6%
Marketing	1.9%
Transportation, Distribution & Logistics	1.9%
Arts, A/V Technology & Communication	9.7%
Finance	1.9%
Hospitality & Tourism	0.0%
Law, Public Safety & Security	5.8%
Science, Technology, Engineering & Mathematics	11.0%



Johnson County Central Public Schools



High School Students were asked to rate each area of education at Johnson County Central:

Area	3 Satisfied	2 Neutral	1 Dissatisfied	N/A Does Not Apply
a. Classroom teaching	44%	55%	1.5%	0%
b. Variety of subjects offered	56.5%	38%	4.5%	1%
c. Classroom grading practices	49.5%	44%	5.5%	1%
d. Number/types of tests	39.5%	59.5%	1%	0%
e. Rules/regulations regarding students	47%	49%	4%	0%
f. Additional Facilities (library, science labs, computers)	58%	35%	6%	0%
g. Help for students with special learning needs	51%	33%	2%	14%
h. Programs for talented and gifted students	35.5%	50%	9%	5.5%
i. Science classes	55%	41%	3%	1%
j. Math classes	69%	29%	1%	1%
k. Language arts classes	61%	38%	1%	0%
l. Social Studies classes	59%	35%	1%	5%
m. PE/Health classes	71%	24%	2%	3%
n. Foreign Language classes	50%	35%	2%	13%
o. Music classes	57%	40%	0%	7%
p. Computer classes	53%	35%	1%	11%
q. Industrial Technology classes	47%	32%	1.5%	19%
r. Art classes	52%	34%	0%	14%
s. Business classes	40%	38%	0%	22%
t. Agriculture classes	48%	35%	0%	17%
u. Online/Distance Learning classes	33%	42.5%	1.5%	23%
v. Educational College/Career Planning	32%	45%	5.5%	17%
w. Guidance Program	32%	43%	10%	15%



Johnson County Central Public Schools



POST GRADUATE STUDENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

Gender		
	Male	36%
	Female	64%
High School Graduation Year		
	2008	27%
	2009	41%
	2010	32%
Which of the following best describes your current status or situation?		
1. Employment		
	Full Time	5%
	Part Time	50%
	Not Employed	45%
	Service	0%
2.		
a) Current School Status (after high school)		
	Full-time (Includes Waiting List for program placement)	95%
	Part-time (Includes Waiting List for program placement)	0%
	Started school but withdrew	0%
	Never attended	5%
b) School Classification (if attending)		
	4-year college	64%
	2-year college	27%
	Business/Tech/Vocational School	5%
c) If you are attending school, what is the highest level of education you hope to attain?		
	Certificate/Diploma (less than 2 years after high school)	5%
	Associate Degree (2 years)	23%
	Bachelor's (4 years)	27%
	Master's (5-6 years)	32%
	Doctorate (7+ years)	14%



Johnson County Central Public Schools



3. Please mark the rating you would give your high school in each of the following areas:		
a) JCC ensured I was able to read effectively.		
	3 - Excellent	45%
	2 - Satisfactory	41%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	0%
b) JCC ensured I was able to write effectively.		
	3 - Excellent	50%
	2 - Satisfactory	27%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	5%
c) JCC ensured I was able to do math effectively.		
	3 - Excellent	64%
	2 - Satisfactory	27%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	5%
d) JCC ensured I was able to listen and speak effectively.		
	3 - Excellent	41%
	2 - Satisfactory	45%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	0%
e) JCC encouraged learning on my own after graduation.		
	3 - Excellent	41%
	2 - Satisfactory	50%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	5%
f) JCC prepared me to succeed in the world of work.		
	3 - Excellent	18%
	2 - Satisfactory	59%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	9%



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g) JCC prepared me to succeed in college.		
	3 - Excellent	27%
	2 - Satisfactory	41%
	1 - Needs Improvement	32%
	N/A - Does Not Apply	0%
h) JCC offered a safe environment.		
	3 - Excellent	45%
	2 - Satisfactory	41%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	0%
i) JCC offered a drug, alcohol and tobacco free environment.		
	3 - Excellent	41%
	2 - Satisfactory	41%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	0%
j) JCC encouraged a global perspective and appreciated diversity.		
	3 - Excellent	23%
	2 - Satisfactory	41%
	1 - Needs Improvement	36%
	N/A - Does Not Apply	0%
k) JCC integrated technology throughout the curriculum.		
	3 - Excellent	41%
	2 - Satisfactory	36%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	5%
l) JCC prepared me to positively contribute to the community.		
	3 - Excellent	32%
	2 - Satisfactory	50%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	0%



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m) JCC administrators provided effective leadership.		
	3 - Excellent	32%
	2 - Satisfactory	27%
	1 - Needs Improvement	41%
	N/A - Does Not Apply	0%
4. If you are employed, which career cluster best describes your current work setting.		
	Agriculture, Food, & Natural Resources	27%
	Business Management & Administration	0%
	Government & Public Administration	0%
	Human Services	18%
	Manufacturing	0%
	Architecture & Construction	5%
	Education & Training	9%
	Health Science	14%
	Information Technology	0%
	Marketing	5%
	Transportation, Distribution & Logistics	0%
	Arts, A/V Technology & Communication	14%
	Finance	0%
	Hospitality & Tourism	0%
	Law, Public Safety & Security	5%
	Science, Technology, Engineering & Mathematics	5%
5. If you are attending school, which career cluster best describes your current occupational goal?		
	Agriculture, Food, & Natural Resources	14%
	Business Management & Administration	9%
	Government & Public Administration	0%
	Human Services	9%
	Manufacturing	0%
	Architecture & Construction	5%
	Education & Training	14%
	Health Science	23%
	Information Technology	0%
	Marketing	0%
	Transportation, Distribution & Logistics	0%
	Arts, A/V Technology & Communication	14%
	Finance	0%
	Hospitality & Tourism	0%
	Law, Public Safety & Security	5%
	Science, Technology, Engineering & Mathematics	9%



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6. Rate your high school education.		
a) Classroom teaching .		
	3 - Excellent	14%
	2 - Satisfactory	68%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	0%
b) Classroom grading practices.		
	3 - Excellent	18%
	2 - Satisfactory	73%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	0%
c) Number/types of tests		
	3 - Excellent	27%
	2 - Satisfactory	59%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	0%
d) Rules/regulations regarding students		
	3 - Excellent	23%
	2 - Satisfactory	64%
	1 - Needs Improvement	14%
	N/A - Does Not Apply	0%
e) Additional Facilities (library, science labs, computers)		
	3 - Excellent	23%
	2 - Satisfactory	50%
	1 - Needs Improvement	27%
	N/A - Does Not Apply	0%
f) Help for students with special learning needs		
	3 - Excellent	50%
	2 - Satisfactory	18%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	23%
g) Programs for talented and gifted students		
	3 - Excellent	27%
	2 - Satisfactory	32%
	1 - Needs Improvement	23%
	N/A - Does Not Apply	18%



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h) Science classes		
	3 - Excellent	36%
	2 - Satisfactory	45%
	1 - Needs Improvement	18%
	N/A - Does Not Apply	0%
i) Math classes		
	3 - Excellent	68%
	2 - Satisfactory	27%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	0%
j) Language Arts classes		
	3 - Excellent	27%
	2 - Satisfactory	64%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	0%
k) Social Studies classes		
	3 - Excellent	41%
	2 - Satisfactory	50%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	0%
l) PE / Health classes		
	3 - Excellent	36%
	2 - Satisfactory	55%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	5%



Johnson County Central Public Schools



m) Foreign Language classes		
	3 - Excellent	32%
	2 - Satisfactory	55%
	1 - Needs Improvement	0%
	N/A - Does Not Apply	14%
n) Music classes		
	3 - Excellent	73%
	2 - Satisfactory	18%
	1 - Needs Improvement	0%
	N/A - Does Not Apply	9%
o) Computer classes		
	3 - Excellent	23%
	2 - Satisfactory	50%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	18%
p) Industrial Technology classes		
	3 - Excellent	32%
	2 - Satisfactory	18%
	1 - Needs Improvement	0%
	N/A - Does Not Apply	50%
q) Art classes		
	3 - Excellent	36%
	2 - Satisfactory	18%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	36%
r) Business classes		
	3 - Excellent	27%
	2 - Satisfactory	41%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	27%
s) Agriculture classes		
	3 - Excellent	45%
	2 - Satisfactory	14%
	1 - Needs Improvement	5%
	N/A - Does Not Apply	36%



Johnson County Central Public Schools



t) Online/Distance Learning classes		
	3 - Excellent	23%
	2 - Satisfactory	41%
	1 - Needs Improvement	9%
	N/A - Does Not Apply	27%
u) Counseling Program		
	3 - Excellent	23%
	2 - Satisfactory	32%
	1 - Needs Improvement	36%
	N/A - Does Not Apply	9%
v) Educational College/Career Planning		
	3 - Excellent	18%
	2 - Satisfactory	45%
	1 - Needs Improvement	36%
	N/A - Does Not Apply	0%
w) Variety of subjects offered		
	3 - Excellent	23%
	2 - Satisfactory	55%
	1 - Needs Improvement	23%
	N/A - Does Not Apply	0%



Johnson County Central Public Schools



POST GRADUATE STUDENT SURVEY SUMMARY JOHNSON COUNTY CENTRAL SCHOOLS

Surveys were sent to 2008, 2009, and 2010 graduates through a Facebook invitation. Participation from this sector was the lowest, with only 22 surveys returned out of the 59 who were asked via their Facebook account.

Recent graduates were asked to respond to the following statement: "JCC prepared me to succeed in college". The responses were as follows: 27% - excellent, 41% - satisfied, and 32% needs improvement. The majority were pleased with their reading (86%), writing (77%), math (91%), and communication skills (86%).

When asked if JCC administrators provided effective leadership, a "needs improvement" rating was recorded on 41% of the surveys. Comments relayed concerns about the library and computer lab, as they were labeled as "out of date". Other concerns addressed dissatisfaction with the guidance and counseling programs. There were comments stating the need to add classes that qualify for college credit while in high school.

Future surveys of this sector will need to be planned carefully so that thorough data can be compiled. The quality of the responses were good, however the quantity needs to be increased to receive effective data. It must be stressed that with just three years since the merger, JCC schools is still in its infancy. Responses and data will become more available and significant as the number of graduates increase.



Johnson County Central Public Schools



STAFF CLIMATE SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<u>School Leadership & Vision</u>					
1. I have a clear sense of our school's direction and purpose.	31%	57%	10%	0%	0%
2. I am asked my suggestions/opinions about school concerns	30%	40%	19%	4%	2%
3. Teachers cooperate and support one another.	45%	39%	12%	0%	2%
4. This staff works together to set reasonable standards and goals and devises means for achieving these goals.	37%	46%	10%	0%	0%
5. Teachers are encouraged to assume leadership roles.	39%	40%	18%	0%	0%
6. I receive feedback and assistance from my principal.	18%	48%	30%	3%	0%
7. My principal is highly visible throughout the school.	52%	39%	0%	0%	0%
<u>Parental Involvement & Support</u>					
8. Parents are supportive of what is being accomplished in this school.	3%	58%	30%	0%	0%
9. I involve parents in their child's efforts.	13%	64%	22%	0%	0%
10. The schedule and calendar provide adequate time for teaching and learning.	21%	42%	21%	3%	0%
11. In this school, teachers and administrators respect each other's views.	28%	52%	19%	9%	0%
<u>Student Performance & Assessment</u>					
12. High expectations for learning are communicated to all students.	40%	48%	6%	1%	0%
13. My students usually complete their assignments.	18%	59%	16%	0%	0%
14. I set clear, attainable, and measurable academic goals for students each year and clearly communicate these goals to students and parents.	33%	46%	12%	0%	0%
15. I have the data to know how well my students are learning.	45%	40%	16%	0%	0%
16. Assessments help students understand their progress.	18%	57%	21%	0%	0%
17. Students are recognized for academic success.	33%	51%	12%	1%	0%
18. Students are recognized for athletic/activity success.	39%	52%	7%	0%	0%
19. I make accommodations for students with special needs.	51%	40%	9%	0%	0%



Johnson County Central Public Schools



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20. The instructional materials are adequate for the curriculum.	19%	52%	18%	1%	0%
21. Problems with students discipline do not interfere with learning.	15%	45%	28%	7%	0%
22. Teachers plan for the instructional needs of all students.	30%	58%	7%	3%	0%
23. I incorporate research findings on effective school practices in my work.	16%	64%	15%	0%	0%
24. The work students are asked to do is both challenging and achievable.	27%	63%	9%	1%	0%
25. The media services meet the needs of students and the curriculum.	7%	57%	24%	12%	0%
26. The counseling/guidance services contribute to student success.	6%	37%	40%	12%	3%
27. I use technology in the instructional process.	21%	63%	13%	0%	0%
School Climate					
28. We maintain a safe and secure building environment.	27%	54%	7%	3%	0%
29. Rules for students are clear and enforced consistently	16%	39%	21%	13%	0%
30. I am proud of this school.	45%	46%	4%	0%	0%
31. Adults treat students with respect.	34%	54%	4%	0%	0%
32. Our principal treats teachers with respect.	42%	43%	13%	2%	0%
33. Students treat teachers with respect.	13%	63%	16%	8%	0%
34. Teachers treat the principal with respect.	28%	58%	7%	0%	0%
35. Students treat each other with respect.	13%	46%	26%	15%	0%
36. Faculty/staff consistently enforce rules.	18%	53%	12%	10%	0%
37. Teachers and the principal are supportive of student activities.	37%	57%	1%	0%	0%



Johnson County Central Public Schools



STAFF CLIMATE SURVEY SUMMARY JOHNSON COUNTY CENTRAL SCHOOLS

This survey was completed by 67 of the 105 staff members at Johnson County Central Schools, representing 63% of the teachers, paraprofessionals, secretarial staff, kitchen staff, bus drivers, and janitorial staff.

There are 3 out of 5 (61%) staff members who “strongly agree” or “agree” that the parents are supportive of what is being accomplished in the school. Of the staff, three-fourths (77%) indicated that they “strongly agree” or “agree” that they involve parents in their child’s efforts.

Of the staff, nine out of ten (91%) “strongly agree” or “agree” that they make accommodations for students with special needs; while 88% “strongly agree” or “agree” that high expectations for learning are communicated to all students. There are three out of five (60%) staff surveyed who “strongly agree” or “agree” that problems with students discipline do not interfere with learning.

There are four out of five (81%) staff who “strongly agree” or “agree” that a safe and secure building environment is maintained, while 55% of the staff “strong agree or agree” the rules for students are clear and enforced consistently.

Of the staff surveyed, three-fourths (76%) “strongly agree” or “agree” that the students treat teachers with respect, while 71% “strongly agree” or “agree” that the students treat each other with respect.

Over one-third (36%) of the staff indicated they were neutral or dissatisfied with the media services and its ability to meet the needs of the students and curriculum. When asked if the counseling/guidance services contribute to students success, 40% responded at “neutral” and 13% disagreed with this statement.



Johnson County Central Public Schools



PATRON/PARENT SURVEY JOHNSON COUNTY CENTRAL SCHOOLS

Number of PATRON/PARENTS with children in Johnson County Central Schools

10- Birth to Preschool	51- Grade K-2	25 - Grade 9-12
11 - Preschool	38 - Grade 3-5	7 - Graduated
	53- Grade 6-8	

Please mark the rating you would give Johnson County Central in each of the following areas:	3 Excellent	2 Satisfactory	1 Needs Improvement	N/A Does Not Apply
a. School ensures students are able to read effectively.	73 %	18 %	3 %	6 %
b. School ensures students are able to write effectively.	64 %	29 %	4 %	3 %
c. School ensures students are able to do math effectively.	66 %	27 %	4 %	3 %
d. School ensures students are able to listen and speak effectively.	64 %	33 %	2 %	1 %
e. School makes students want to continue learning after graduation.	53 %	32 %	5 %	10 %
f. School is preparing students to succeed in the world of work.	49 %	33 %	5 %	13 %
g. School is preparing students to succeed in college.	55 %	28 %	4 %	13 %
h. School offers a safe and drug-free environment.	60 %	38 %	1 %	1 %
i. School encourages a global perspective and appreciates diversity.	61 %	31 %	4 %	4 %
j. School integrates technology throughout the curriculum.	57 %	34 %	3 %	6 %
k. School prepares students to positively contribute to the community.	50 %	38 %	8 %	4 %
l. School does an effective job communicating with patrons.	56 %	34 %	8 %	2 %
m. School administrators provide effective leadership.	49 %	45 %	5 %	1 %

2. Which means of communicating are most effective for you? Please check all that apply.

89 - Newsletter	60 - School website	44 - Power School
80 - Weekly Bulletin	79 - Alert-Now	53 - E-mail
49 - Mail	71 - Phone calls	103 - Parent/Teacher Conferences
28 - Newspaper		



Johnson County Central Public Schools



3. Rate the educational programs at Johnson County Central. If you choose dissatisfied, please comment as to why you chose that response.

Please mark the rating you would give Johnson County Central in each of the following areas:	3 Satisfied	2 Neutral	1 Dissatisfied	N/A Does Not Apply
a. Classroom teaching	84 %	14 %	0 %	2 %
b. Classroom grading practices	77 %	21 %	0 %	2 %
c. Number/types of tests.	71 %	24 %	1 %	4 %
d. Rules/regulations regarding students	84 %	15 %	0 %	1 %
e. Additional Facilities (library, science labs, computers)	70 %	25 %	1 %	4 %
f. Help for students with special learning needs	63 %	15 %	0 %	2 %
g. Programs for talented and gifted students	39 %	23 %	9 %	29 %
h. Science classes	65 %	24 %	4 %	7 %
i. Math classes	75 %	18 %	0 %	7 %
j. Language arts / Reading classes	68 %	25 %	0 %	7 %
k. Social Studies classes	71 %	18 %	1 %	10 %
l. PE /Health classes	77 %	19 %	1 %	10 %
m. Foreign Language classes	45 %	25 %	6 %	24 %
n. Music classes	76 %	17 %	1 %	6 %
o. Computer classes	59 %	25 %	0 %	16 %
p. Industrial Arts classes	44 %	20 %	0 %	36 %
q. Art classes	53 %	26 %	0 %	21 %
r. Business classes	42 %	19 %	0 %	39 %
s. Agriculture classes	39 %	19 %	0 %	42 %
t. Online/Distance Learning classes	25 %	25 %	1 %	49 %
v. Educational College/Career Planning	31 %	22 %	7 %	40 %
w. Variety of subjects offered in the high school	40 %	14 %	2 %	44 %



Johnson County Central Public Schools



PATRON/PARENT SURVEY SUMMARY JOHNSON COUNTY CENTRAL SCHOOLS

This survey was available to all parents/guardians to complete who attended Parent Teachers Conferences in the fall of 2010. The same survey was mailed to all district patrons via the Johnson County Schools Monthly Newsletter. The survey was completed by 136 patrons.

From this sector, the committee evaluated responses from 136 surveys. The overall perception of “classroom teaching at JCC” is encouraging with 84% responding as satisfied. Patrons were also satisfied (84%) with the rules and regulations implemented within the school system. Excellent reading (73%), writing (64%), math (66%), and listening and speaking (64%) ratings were recorded. There were (82%) who responded that school prepares students in the world of work, while (83%) responded that school prepares students to succeed in college.

Of the 136 patrons who completed the survey, 84% were “satisfied” with the classroom teaching, and with the rules/regulations regarding the students. There are one-fourth (25%) of the patrons who completed the survey who were “satisfied” with the online/distance learning classes. There were two out of five patrons (39%) who were “satisfied” with the programs for talented and gifted students.

The surveys revealed that the most effective means of communicating with patrons and parents were through newsletters, Parent-Teachers Conferences, and the Alert-Now system.



Johnson County Central Public Schools



School Name:	Johnson County Central Public Schools	Action Plan
School Improvement Goal: Johnson County Central Public Schools will improve reading comprehension through the direct and explicit teaching of vocabulary.		
Support Data 1. STARS Standards Assessments 2. NWEA MAPS 3. NeSA – R Assessments	Baseline/Post-Intervention Measures NWEA MAPS NeSA – R DIBELS ELDA	Baseline/Post-Intervention Measures State Standards Assessments (STARS) Classroom Assessments
Strategy/Intervention: Direct, explicit instruction of content area vocabulary to improve reading comprehension across the curriculum.		Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

Activities to Implement the Strategy/Intervention	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
Implement/monitor research based reading comprehension strategies (ex. Marzano strategies)	District Staff and Administration	08/10	On-going	Marzano text and training materials, ESU 4	Additional training in implementation of reading strategies
Implement/monitor common instructional and content area vocabulary list for Pre-K through 12, across the curriculum	District Staff and Administration	08/10	On-going	Time, Training by ESU 4 Staff	Additional training/practice in implementation of reading strategies
Adopt/implement/monitor District-wide elementary reading program	District Elem. Staff and Administration	08/10	On-going	Time, Area School District Visits, Research, Reading Street text and resource materials	Additional training on reading program
Attendance of Elementary Staff to State Reading Conference	District Elem. Staff and Administration	08/10	On-going		
Mandatory Reading class for MS students in addition to English class	District MS Staff and Administration	08/11	On-going		
Participate in an Action Research Project with ESU 4	District Staff, Administration, and ESU Staff	04/11	On-going	Time and Research compiled by ESU 4 Staff	ESU sponsored training and guidance to conduct project
Implement/monitor MS reading program (6-8)	District MS Staff and Administration	08/11	On-going	Time, Scheduling, Reading Street text and resource materials	Additional training on reading program

Evidence of success in achieving the goal: (How will we know that the school has achieved this goal?)

- The District will see increasing percentages of students demonstrating mastery on state-wide reading standards.
- The District will see increasing scores to grade level or above.
- Parent Surveys will indicate increased knowledge and support of reading.
- Classroom-based assessment scores will improve.
- The District will continue to set and strive for individual student AR goals.