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## **INTRODUCTION**

This AdvancED Quality Assurance Review is a documentation of Central City Public School's School Improvement Plan, which is under review this spring of 2011.

The Steering Committee and Central City Public Schools staff decided to focus on two target area goals: math and reading. The math goal is essentially a carry-over goal from the previous cycle and is primarily in a maintenance stage. The data and perceptions of teachers indicated that the new goal should be focused on reading comprehension, which is reflected in our action plans and data.

This notebook will provide information about our district, our data results in the areas of math and language arts/reading, and our plans to educate, challenge, and prepare our students.

# **CENTRAL CITY PUBLIC SCHOOLS MISSION STATEMENT**

The mission of Central City Public Schools is to educate, challenge, and prepare students with lifelong skills for the world around them.

## **BUILDING VISION STATEMENTS**

### **ELEMENTARY**

Laying the foundation to educate, challenge, and prepare students to be lifelong learners.

### **MIDDLE SCHOOL**

**Creating Character, Molding Students (CCMS)**

### **HIGH SCHOOL**

Committed to preparing and challenging students for the 21<sup>st</sup> century.

## SCHOOL PROFILE

The Central City Public School district, a Class III, K-12 district, covers approximately 244 square miles. The elementary, middle and high schools are accredited by the State of Nebraska, as well as by North Central Association of Colleges and Schools (NCA), which is a part of AdvancED. Enrollment for the district in 2009-2010 was 779 students, and graduation classes typically range from 55-75 students.

- Attendance Rate is 95.9%
- Graduation rate is 98.28%
- Students receiving special education services is 16.12%. Some services are contracted through Central Nebraska Support Services Program (CNSSP).
- Students eligible for free and reduced lunches is 46.60%
- The school's mobility rate is 7.86%
- English Language Learners is 0%

The district has three attendance locations:

- Elementary (grades pre-school through four)
- Middle school (grades five through eight)
- High school (grades nine through twelve).

The middle school and high school, although two separate buildings, are at the same location about a half block apart. All facilities have been either built new or renovated over the past fifteen years. A Performing Arts Center was recently constructed with an opening date of March 2011. This facility was made possible through an endowment fund to support the upcoming maintenance and operational costs, as well as a bond issue for the brick and mortar of the building. This facility, open to our school and surrounding community, will seat 516 audience members.

The elementary generally has three sections of each grade, as does the middle school. A pre-school opportunity is also provided at the elementary in cooperation with Central Nebraska Community Services. Class size at the elementary ranges from 15-22 students per room. An after school homework time is set aside at both the elementary and middle school for students to

## **SCHOOL PROFILE (continued)**

receive instruction and help on assignments past regular school hours. Both after school homework programs are staffed by teachers, administrators, and community volunteers. An alternative education program at the middle school and high school level is available , as well as a reading literacy coach/early interventionist at the elementary level. All three buildings have two special education teachers, reflecting growth in that student population. This is three more staff members in that area from our last accreditation cycle.

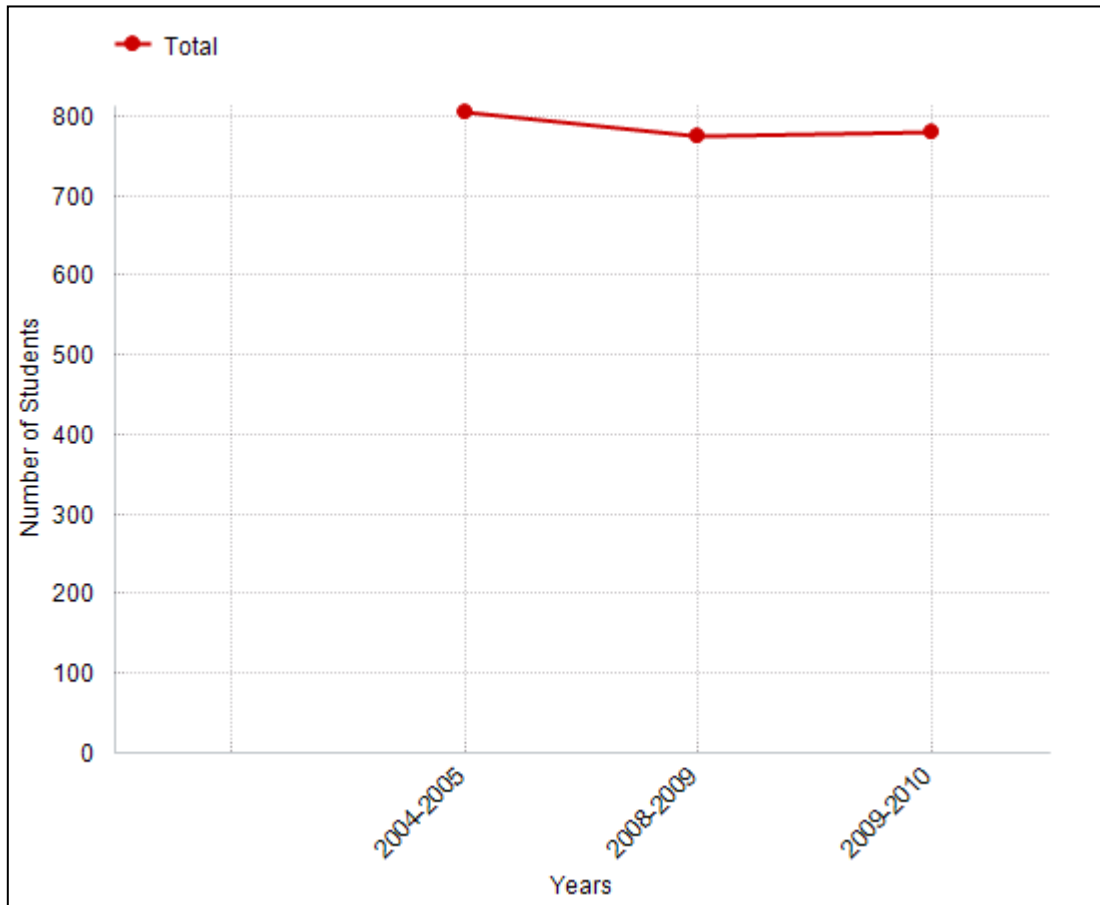
The staff of Central City Public Schools includes:

- 1 superintendent
- 3 building principals
- 1 full time activity director
- 63 certified teachers
- 1 school nurse
- 2 guidance counselors
- 47 support staff members (paraeducators, secretaries, cafeteria, bus, custodial--some are part-time)

A six member board of education serves as the district's governing body. The school board has been awarded the Outstanding Board Award from the Nebraska Association of School Boards for the past eight years.

# Student Characteristics

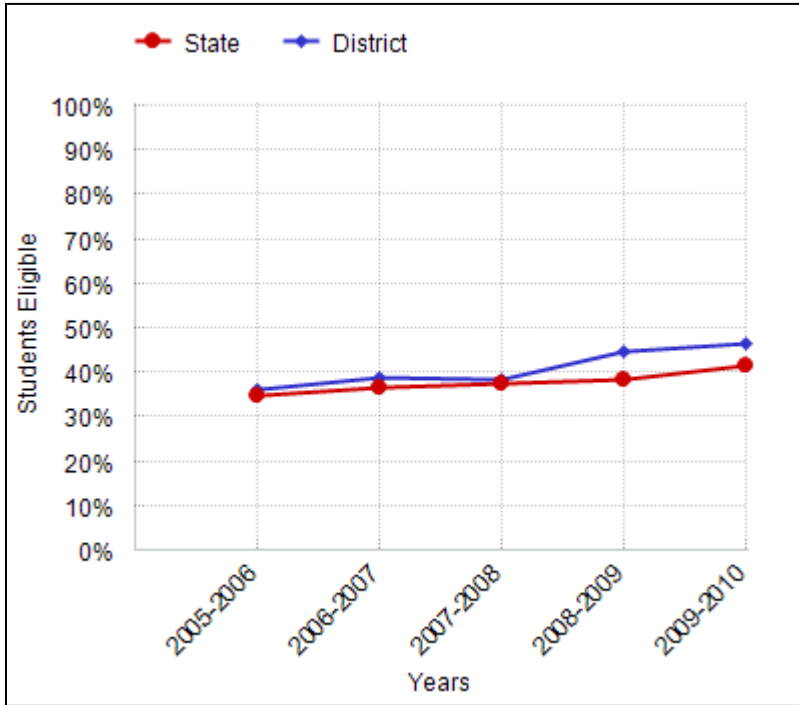
## Enrollment Trends



### Grade-by-Grade Enrollment

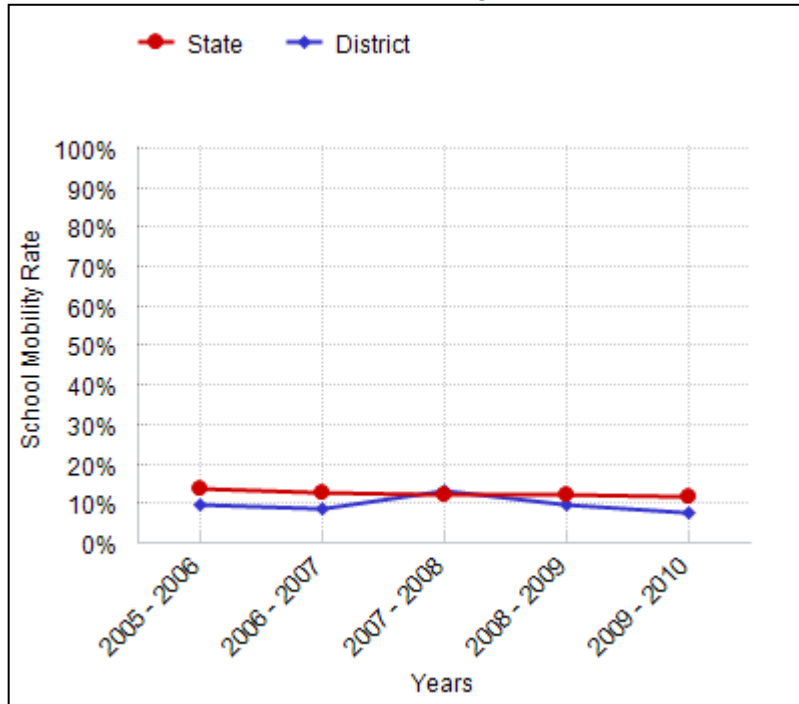
Grade	Years		
	2004-2005	2008-2009	2009-2010
PK	12	35	41
K	56	52	62
1	54	64	54
2	61	49	61
3	58	46	53
4	75	53	41
5	55	58	51
6	55	54	56
7	67	59	56
8	63	81	53
9	68	54	76
10	54	52	56
11	64	68	57
12	63	51	62
<b>Total</b>	<b>805</b>	<b>776</b>	<b>779</b>

## Students Eligible for Free/Reduced Priced Meals



Free/Reduced Priced Meals		
Years	State	District
2005-2006	34.66%	36.22%
2006-2007	36.42%	38.81%
2007-2008	37.33%	38.23%
2008-2009	38.35%	44.72%
2009-2010	41.22%	46.60%

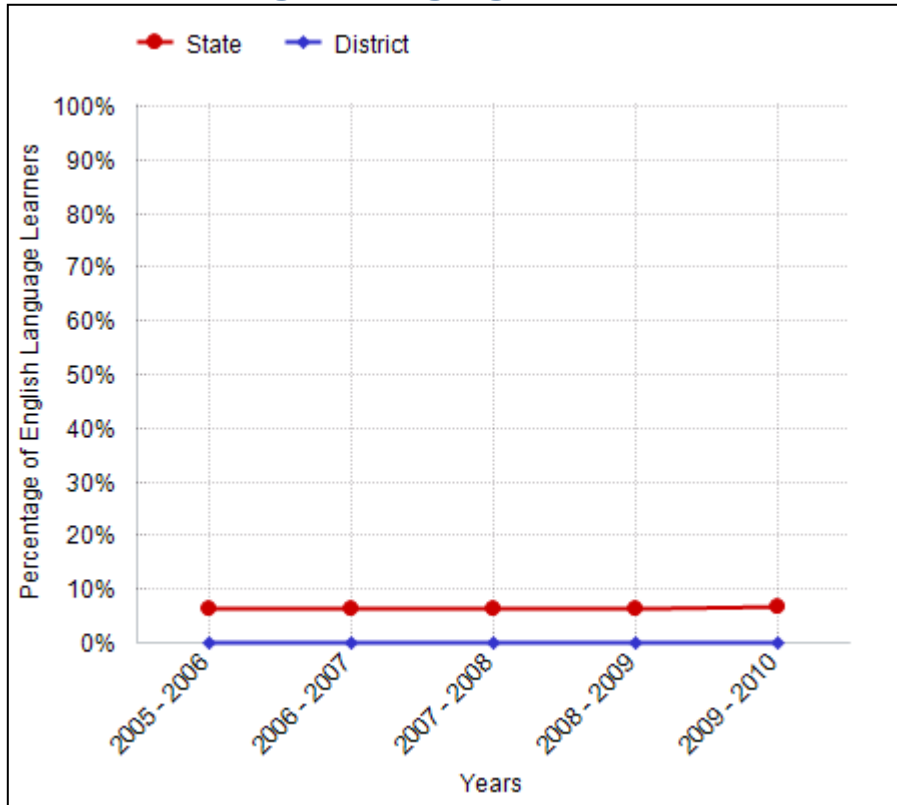
## School Mobility Rate



School Mobility Rate		
Years	State	District
2005 - 2006	13.77%	9.78%
2006 - 2007	12.64%	8.45%
2007 - 2008	12.38%	13.38%
*2008 - 2009	12.02%	9.72%
2009 - 2010	11.89%	7.86%

\*Starting in 2008-2009, the determination of mobility rates is made from individual student data.

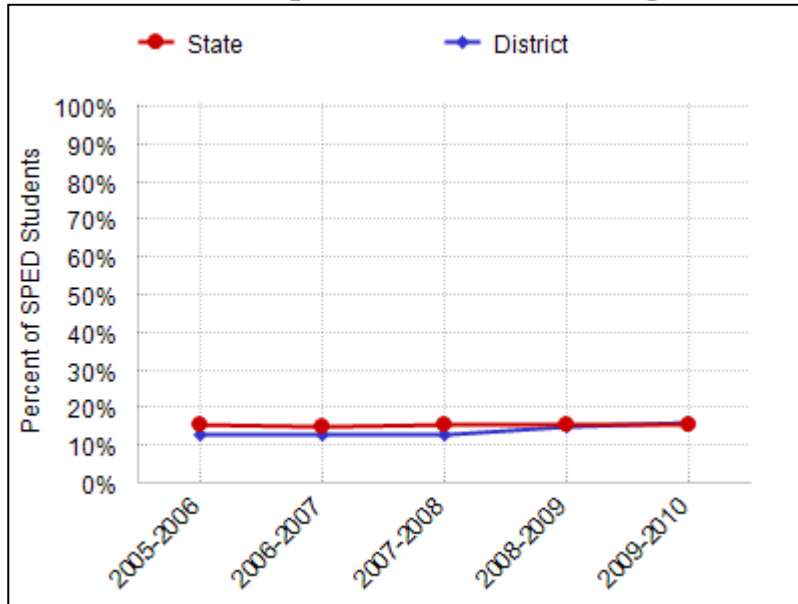
## English Language Learners



**English Language Learners**

Years	State	District
2005 - 2006	6.17%	0.00%
2006 - 2007	6.49%	0.00%
2007 - 2008	6.47%	0.00%
2008 - 2009	6.31%	0.00%
2009 - 2010	6.56%	0.00%

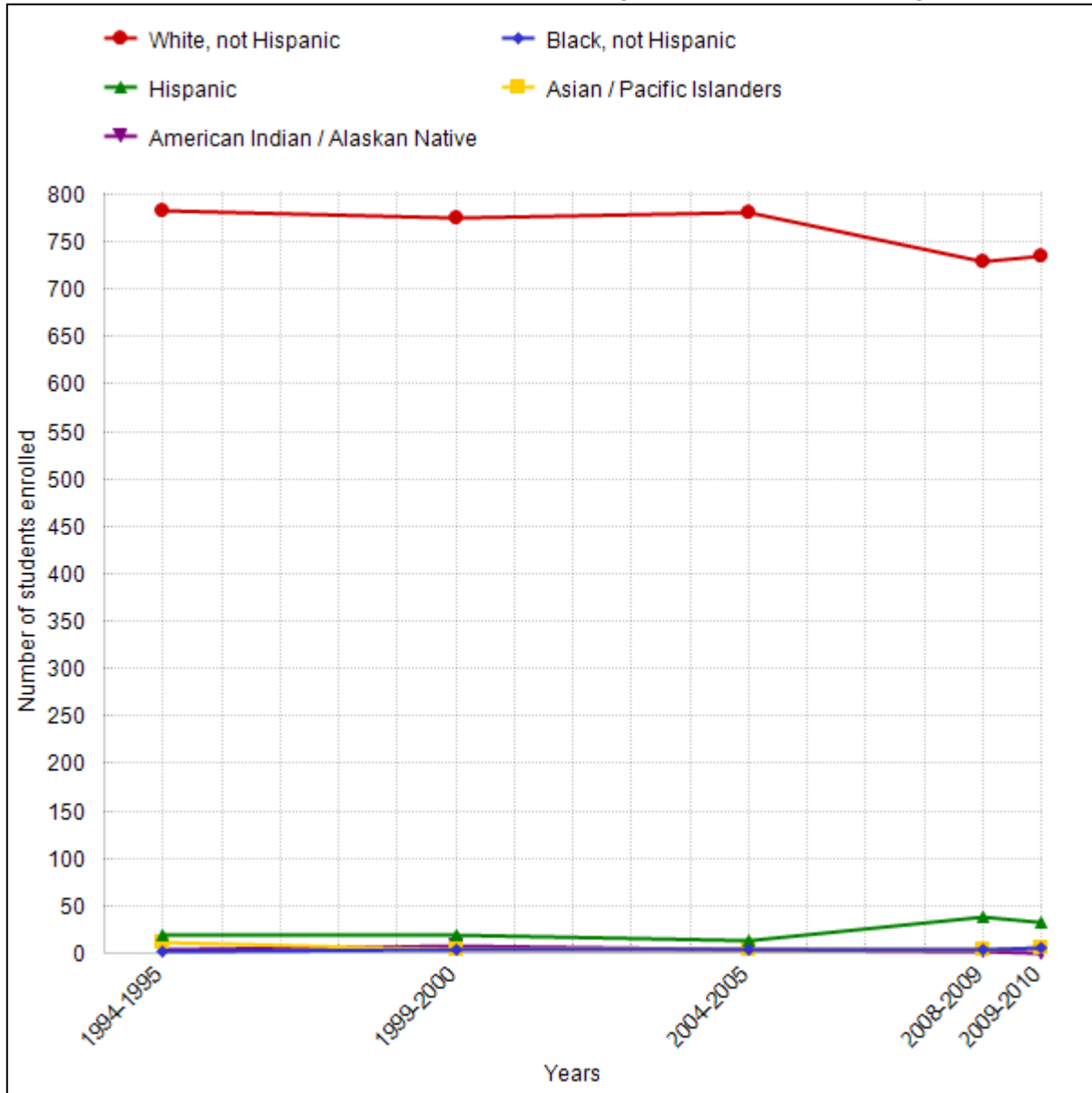
## Students in Special Education Programs



**Special Education Trends**

Years	State	District
2005-2006	15.21%	13.00%
2006-2007	14.95%	12.68%
2007-2008	15.19%	12.98%
2008-2009	15.21%	14.71%
2009-2010	15.26%	16.12%

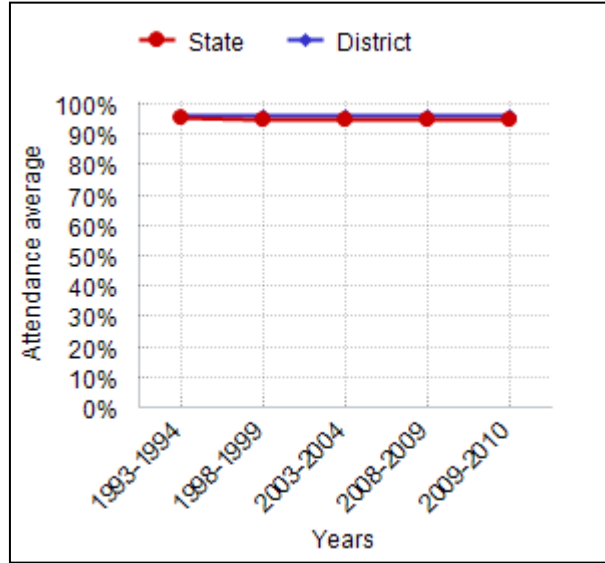
## Student Enrollment Trends by Race and Ethnicity



**Student Enrollment Trends by Race and Ethnicity**

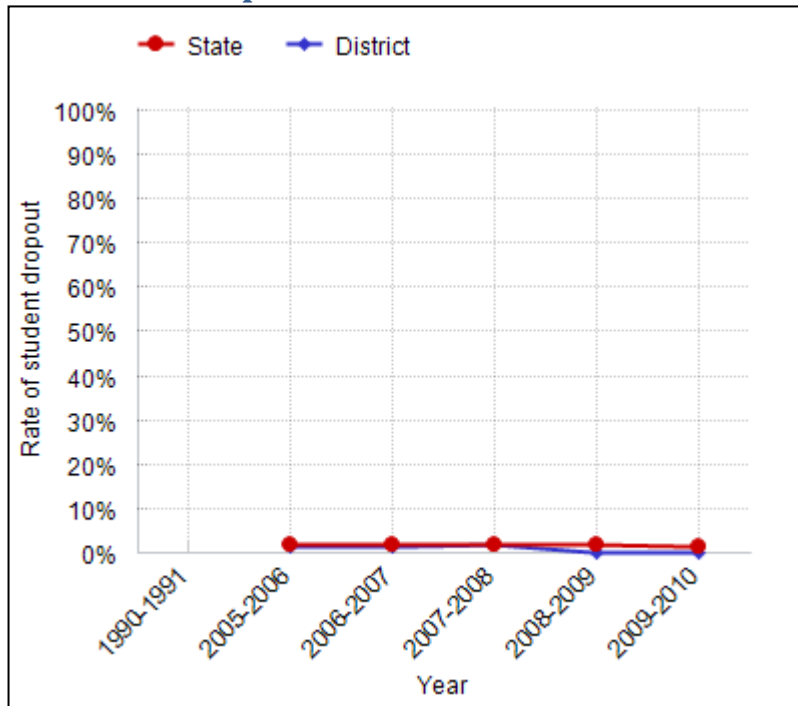
Years	White, not Hispanic	Black, not Hispanic	Hispanic	Asian / Pacific Islanders	American Indian / Alaskan Native
1994-1995	782	2	20	12	4
1999-2000	776	4	19	4	8
2004-2005	780	4	14	3	4
2008-2009	729	4	38	4	1
2009-2010	734	6	33	6	0

## SCHOOLS Attendance Rate



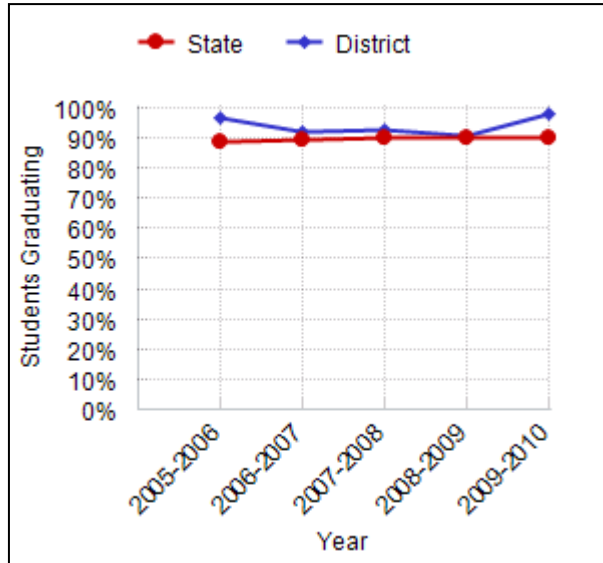
Attendance Rate		
Years	State	District
<b>1993-1994</b>	95.12%	95.74%
<b>1998-1999</b>	94.95%	95.94%
<b>2003-2004</b>	94.70%	96.32%
<b>2008-2009</b>	94.83%	95.98%
<b>2009-2010</b>	94.76%	95.90%

## Dropout Rate - All Students



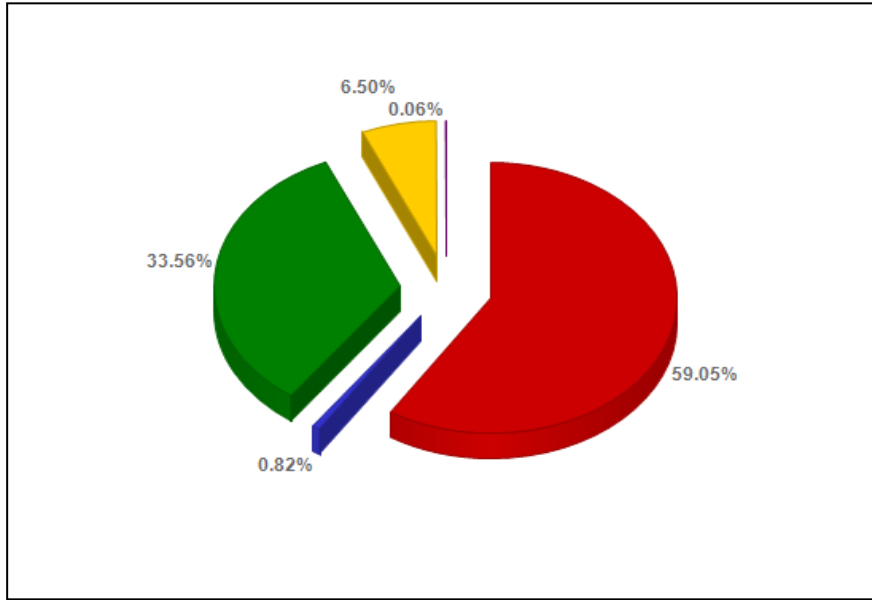
Student Dropout Rate		
Years	State	District
1990-1991		
2005-2006	1.81%	1.37%
2006-2007	1.94%	1.43%
2007-2008	1.69%	1.61%
2008-2009	1.59%	0.00%
2009-2010	1.46%	0.00%

## High School Graduation Rate - All Students



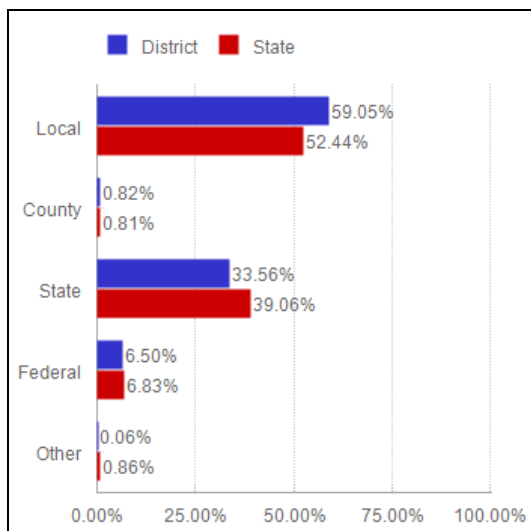
High School Graduation Rate		
Years	State	District
2005-2006	88.76%	96.55%
2006-2007	89.17%	91.84%
2007-2008	89.74%	92.42%
2008-2009	89.85%	90.91%
2009-2010	90.03%	98.28%

## Receipts 2008-2009 School Year



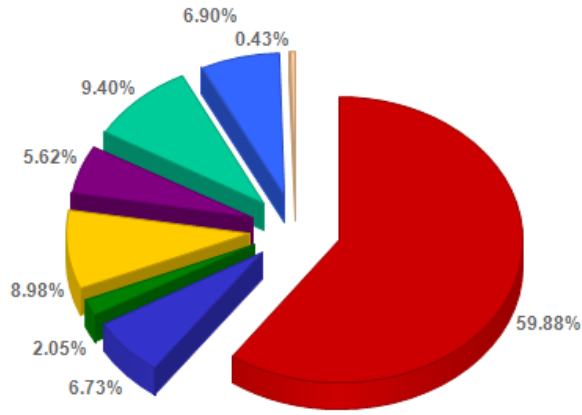
2008-2009 Receipts		
	Receipts	Percent
<b>Local</b>	<u><a href="#">\$4,938,572.07</a></u>	59.05%
<b>County</b>	<u><a href="#">\$68,610.57</a></u>	0.82%
<b>State</b>	<u><a href="#">\$2,806,682.94</a></u>	33.56%
<b>Federal</b>	<u><a href="#">\$543,611.36</a></u>	6.50%
<b>Other</b>	<u><a href="#">\$5,240.00</a></u>	0.06%

## State Average and District Comparison 2008-2009 School Year



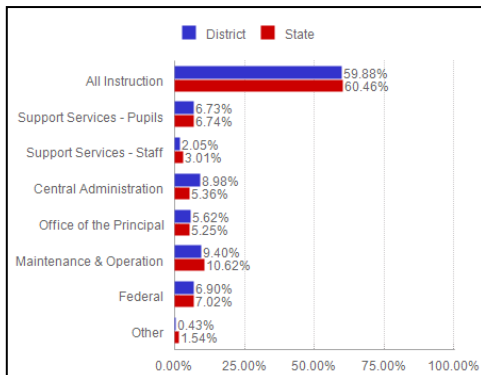
2008-2009 Comparison		
	State Average	District
Local	52.44%	59.05%
County	0.81%	0.82%
State	39.06%	33.56%
Federal	6.83%	6.50%
Other	0.86%	0.06%

## Expenditures 2008-2009 School Year



2008-2009 Expenditures		
	Expenditures	Percent
<b>All Instruction</b>	<u><a href="#">\$4,837,922.61</a></u>	59.88%
<b>Support Services - Pupils</b>	<u><a href="#">\$543,591.52</a></u>	6.73%
<b>Support Services - Staff</b>	<u><a href="#">\$166,020.35</a></u>	2.05%
<b>Central Administration</b>	<u><a href="#">\$725,468.69</a></u>	8.98%
<b>Office of the Principal</b>	<u><a href="#">\$454,059.81</a></u>	5.62%
<b>Maintenance &amp; Operation</b>	<u><a href="#">\$759,685.22</a></u>	9.40%
<b>Federal</b>	<u><a href="#">\$557,646.75</a></u>	6.90%
<b>Other</b>	<u><a href="#">\$35,072.38</a></u>	0.43%

## State Average and District Comparison 2008-2009 School Year



	State Average	District
All Instruction	60.46%	59.88%
Support Services - Pupils	6.74%	6.73%
Support Services - Staff	3.01%	2.05%
Central Administration	5.36%	8.98%
Office of the Principal	5.25%	5.62%
Maintenance & Operation	10.62%	9.40%
Federal	7.02%	6.90%
Other	1.54%	0.43%

## **CENTRAL CITY PUBLIC SCHOOLS AND THE COMMUNITY OF THE CENTRAL CITY AREA**

Central City Public Schools is proud to be a representative for Merrick County communities. It is one of six communities which comprise Merrick County, Nebraska. Although its student population is primarily from Central City, the district also draws students from the Archer, Chapman, Marquette, Hordville, Polk, and Clarks areas. Located in east-central Nebraska in the Platte River Valley, it is the county seat and has a population of approximately 3000 people.

The district offers a wide range of curriculum choices. Dual credit, college credit, and tech prep credit are available for students at the high school in the areas of math, literature, psychology, writing composition, and career and technical education through Central Community College. The school district is very proud of its facilities, with major building or renovations taking place over the past 15 years.

Educational opportunities, in addition to the public schools, that are available in the community include:

- K-12 Nebraska Christian School
- Adult Learning Center through Central Community College.
- Central City Public Library, complete with computer and internet access.

The community is showing signs of development with the following additions:

- Bio-Ethanol Plant.
- Litzenberg Memorial County Hospital renovations
- Merrick County Health and Fitness Center
- Merrick County Courthouse
- Merrick County Child Development
- South Park softball fields
- Kernel Field
- Aquatic Center

## **CENTRAL CITY PUBLIC SCHOOLS AND THE COMMUNITY OF THE CENTRAL CITY AREA (continued)**

The local airport has gone under some major improvements over the past few years, and the city and railroad have also made improvements and repairs on the curbs, sidewalks, and railroad tracks. Additionally, the Merrick County Museum is fundraising for the building of a new museum.

Active in improving the community are such groups as the Central City Chamber of Commerce and the Merrick Foundation. Other organizations available in the district are:

- Merrick County Family Support Services
- Merrick County Juvenile Services
- Merrick County Youth Council
- Several service clubs
- Twelve churches, as well as others in the Merrick County area.

The community takes pride in being the first community in Nebraska to receive the Showcase Community Award and the 2004 Community of the Year Award. Central City's slogan is, "Welcome to Central City---The Center of It All!"

## Elementary School Improvement Reading Comprehension Action Plan 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal)		Standardized Assessments		Local Assessments (indicate local performance assessment)	
TerraNova Achievement Test (SES, gender, SPED)		TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		State Standards, classroom assessments	
Intervention (Strategy): All students will improve comprehension.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate comprehension programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4 ,SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language For Learning	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies
6. Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block

**Elementary School Improvement Reading Comprehension Action Plan (continued)  
2005 - 2010**

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal)		Standardized Assessments		Local Assessments (indicate local performance assessment)	
TerraNova Achievement Test (SES, gender, SPED)		TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		State Standards, classroom assessments	
Intervention (Strategy): All students will improve comprehension.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
7. Design and implement record keeping strategies ❖ DIBELS ❖ GORT	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8. Develop a procedure for fidelity observations.	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9. Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff

## Elementary School Improvement Phonemic Awareness Action Plan 2005-2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve phonemic awareness and phonics.				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate phonemic awareness programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4, SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language for Learning ❖ Sound Partners	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies

**Elementary School Improvement Phonemic Awareness Action Plan (continued)  
2005-2010**

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments TerraNova (2 – 9, 11)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve phonemic awareness and phonics.				Research Supporting This Intervention  See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
6. Design and implement record keeping strategies	6. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2006	6. DIBELS website; ESU 7	6. Student progress data to determine instruction
7. Develop a procedure for fidelity observations	7. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	7. Fall 2006	7. Spring 2009	7. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	7. Consistent implementation
8. Train new staff	8. Elem. Admin., Rdg First Coach, certified staff	8. Spring 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	8. Trained staff

## Elementary School Improvement Vocabulary Awareness Action Plan 2005 - 2010

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments Terra Nova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve vocabulary				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Investigate vocabulary programs	1. Elem. Admin and certified staff.	1. Fall 2005	1. Spring 2006	1. ESU 7, other Reading First schools, State Reading First leadership	1. Core reading program selected
2. Adopt and implement a core reading program	2. K-4, SPED, Title I teachers	2. Fall 2006	2. Spring 2009	2. materials for core reading program	2. Adopted and implemented program
3. Adopt and implement reading intervention ❖ Language for Learning	3. SPED, Title I teachers	3. Fall 2006	3. Spring 2009	3. Materials for intervention programs	3. Adopted and implemented intervention programs
4. Train appropriate staff in core reading program interventions.	4. Elem. Admin., Reading First Coach, certified staff, paraeducators	4. Spring 2006	4. Spring 2007	4. Core reading program consultant	4. Trained staff implementing programs with fidelity
5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies

**Elementary School Improvement Vocabulary Awareness Action Plan (continued)  
2005 - 2010**

Student Performance Goal: <b>Students will improve reading comprehension across the curriculum.</b>					
Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)		Standardized Assessments Terra Nova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)		Local Assessments (indicate local performance assessment) State Standards, classroom assessments	
Intervention (Strategy): All students will improve vocabulary				Research Supporting This Intervention See attachment	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
6. Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block
7. Design and implement record keeping strategies	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8. Develop a procedure for fidelity observations	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9. Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff



## Elementary School Improvement Fluency Action Plan (continued) 2005 - 2010

Student Performance Goal: **Students will improve reading comprehension across the curriculum.**

Support Data (used to select goal) TerraNova Achievement Test (SES, gender, SPED)	Standardized Assessments TerraNova (2 – 9, 11) Gates-McGinitie (2 – 4) DIBELS (K-4) GORT (as appropriate)	Local Assessments (indicate local performance assessment) State Standards, classroom assessments			
Intervention (Strategy): All students will improve fluency.		Research Supporting This Intervention See attachment			
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		

5. Attend Reading First training	5. Elem. Admin., Rdg First Coach, K-3 certified staff, SPED, Title I	5. Spring 2006	5. Spring 2009	5. State & National Reading First leadership; ESU 7	5. Trained staff implementing Reading First strategies
6. Design and implement 90 min. reading block	6. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	6. Spring 2006	6. Spring 2009	6. ESU 7, other Reading First schools, State Reading First leadership	6. Designed and implemented 90 min. reading block
7. Design and implement record keeping strategies ❖ DIBELS ❖ GORT	7. Elem. Admin., Rdg First Coach, K-4 certified staff, SPED, Title I	7. Spring 2006	7. Spring 2006	7. DIBELS website; ESU 7	7. Student progress data to determine instruction
8. Develop a procedure for fidelity observations	8. Elem. Admin., Rdg First Coach, Rdg First leadership, core reading program consultant	8. Fall 2006	8. Spring 2009	8. Elem. Admin., Rdg First Coach, Rdg First leadership, ESU 7, core rdg program consultant	8. Consistent implementation
9. Train new staff	9. Elem. Admin., Rdg First Coach, certified staff	9. Spring 2006	9. Spring 2009	9. Elem. Admin., Rdg First Coach, ESU 7, Reading First Leadership	9. Trained staff

## Middle School Improvement Action Plan

Student Performance Goal: <b>Students will improve their reading comprehension in all curricular areas.</b>					
Support Data (used to select goal) <b>TerraNova, Scholastic Reading Inventory, Gates-MacGinitie, Nebraska State Reading Standards</b>		Standardized Assessments <b>TerraNova, Scholastic Reading Inventory, Gates-MacGinitie</b>		Local Assessments (indicate local performance assessment) <b>Nebraska State Reading Assessments 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7</b>	
Intervention (Strategy): <b>Students will use a variety of reading comprehension strategies.</b>				<b>Research Supporting This Intervention</b> See Bibliography	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
1. Train teachers in pre-reading strategies.	1. Consultant/ESU	1. September 2006	1. Spring 2008	1. Consultant—Jenn Utecht	1. Staff trained by Jenn Utecht
2. Implement pre-reading strategies.	2. Classroom teachers, SIP and admin.	2. Fall 2006	2. Spring 2008	2. Classroom reading Materials	2. Adopted and implemented reading strategies
3. Train teachers in comprehension strategies	3. Consultant/ESU	3. September 2006	3. Spring 2008	3. Consultants: Jenn Utecht and Barb Friesth	3.-5. Staff trained, adopted and implemented reading strategies.
4. Implement comprehension strategies (provide direct instruction)	4. Classroom teachers, SIP and admin.	4. Fall 2006	4. Spring 2008	4. Classroom materials	
5. Demonstrate comprehension after reading	5. Classroom teachers	5. Ongoing	5. Ongoing	5. Classroom student materials	
6. Evaluate and assess progress	6. SIP and Admin. PLC groups	6. Ongoing	6. Ongoing	6.-7.- Jenn Utecht/Barb Friesth	6. PLC training and implementation through ESU
7. Identify essential vocab appropriate to grade level, provide time for collaboration	7. Classroom teachers	7. Spring 2008	7. Spring 2008		7. PLC training and implementation through ESU

## High School Improvement Action Plan For Central City High School

Student Performance Goal: <b>All students will improve their reading comprehension in all curricular areas.</b>					
Support Data (used to select goal) <b>Terra Nova, Nebraska State Assessments, and Plan scores</b>		Standardized Assessments <b>Terra Nova &amp; Plan</b>		Local Assessments (indicate local performance assessment) <b>Nebraska State Reading Assessments: 12.1.1, 12.1.2, 12.1.4, 12.1.5, 12.1.6, 12.1.8</b>	
Intervention(Strategy): <b>All students will use a variety of reading comprehension strategies.</b>				<b>Research Supporting This Intervention</b> E. Keene & S. Zimmerman, 1997. <i>Mosaic of Thought</i> .. Stephanie Harvey, 2000. <i>Strategies That Work</i> Cris Tovani, 2004. <i>Do I Really Have To Teach Reading?</i> Kyleen Beers, <i>When Kids Can't Read: What Teachers Can Do</i>	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
In-service staff on reading strategies: <ul style="list-style-type: none"> <li>• Drawing inferences</li> <li>• Background knowledge</li> <li>• Monitoring comprehension</li> <li>• Making connections</li> <li>• Asking questions</li> <li>• Determining importance</li> <li>• Vocabulary strategies</li> </ul>	ESU 7 Administration SIP	Fall 2006	Spring 2008	Jenn Utecht  Barb Friesth  April Kelley	Staff will understand reading strategies and be able to pick and choose those that fit their curricular area and implement those strategies in their classroom.
Implement these strategies for a variety of texts and genres across the curriculum.	All staff	Fall 2006	Ongoing	Jenn Utecht	
Evaluate and assess progress	SIP Administration	Spring 2007	Ongoing	<i>I Read It But I Don't Get It</i> by Cris Tovani	
2007-2008 Reading Groups or summer reading over reading strategies. (learning teams)	SIP Administration	Summer 2007	Spring 2008		

## Elementary Reading Plan Narrative

Improving reading comprehension across the curriculum is the student performance goal in our School Improvement Action Plan. This plan focuses on five designated areas of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency. Staff involved in achieving this goal include: K-4 classroom teachers, Title 1, Special Education, Music, P.E., Media specialist, paraeducators, Reading coach, and the principal. Our preschool, Tiny Bison Preschool, implements literacy instruction activities for a basic foundation for K-4 instruction.

In order to increase student progress in reading comprehension, we are currently providing an average of 120 minutes of daily reading and language arts instruction.

Programs being utilized at the elementary include the Open Court reading curriculum and at-home reading programs such as Book-It and Family Literacy Kits. Other programs include: Reading Mastery, Language for Learning, Six Minute Solutions: A Fluency Program, Lexia Learning Program, Reading Counts, and various supplemental programs (Reading A-Z, Build-Up Phonics Readers, Scholastic Zip Zoom books, Ready Readers, McGraw-Hill Language and Leveled Readers, and activities developed by the Florida Center for Reading Research). DIBELS and/or Reading Mastery check-outs and mastery tests are used to track student programs.

As a school implementing the Reading First initiative, we currently incorporate flexible instructional groups at each grade level, including a “walk-to-read” model in grades 1-4. At-risk students receive an additional thirty minutes of intensive support and intervention in reading instruction through Title I and Special Education services. These supplemental services support research-based Open Court and Reading Mastery programs.

Progress and evaluation of our School Improvement Plan will be measured by assessments such as DIBELS, Gates-MacGinitie, Open Court and Reading Mastery program assessments, TerraNova achievement tests, and NeSA. Information about student progress is provided to parents through monthly newsletters, parent-teacher conferences, individual contact, email, district website, quarterly progress reports, report cards, newspaper articles, and a Reading First annual report.

## **Middle School and High School Reading Plan Narrative**

The middle school and high school faculty dedicated a significant amount of time to reading comprehension and vocabulary by integrating best practices into classrooms. Teachers received training in reading comprehension and vocabulary strategies during the second and third year of the school improvement cycle from Jenn Utecht, a reading specialist. During the training, Ms. Utecht provided specific reading and vocabulary strategies for teachers to utilize in their daily instruction. The teachers then selected reading comprehension and/or vocabulary strategies and integrated those activities into their daily lessons. Teachers wrote lesson plans and provided the administration with a summary showing specific examples of the reading comprehension/vocabulary activities implemented. During the next professional development session, the teachers reported the results of the reading comprehension activity. Throughout the 2010-11 school year, Mrs. Gathje, a high school English teacher, provided staff development in reading comprehension and vocabulary strategies for new teachers to the district. In addition, the administration made formal and informal observations of teachers integrating reading comprehension and vocabulary activities into their daily lessons.

## TerraNova Standardized Tests-Reading

TerraNova Reading 2nd Edition Test								TerraNova Reading 3rd Edition Test		
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
2	72	64	71	72	82	70	61	53	60	45
3	57	67	49	52	55	71	67	58	61	62
4	60	56	63	47	46	62	61	64	56	63
5	54	60	62	57	53	61	64	63	53	56
6	60	51	57	47	60	50	57	56	56	60
7	63	59	56	47	57	66	56	57	57	65
8	54	67	60	52	57	65	63	59	56	55
9	62	52	62	55	67	59	68	65	66	58
11	68	61	59	52	68	58	64	62	57	52

These charts of the TerraNova National Percentile of the Mean NCE make it possible to track each CCPS class in Reading from year to year. In the charts, each color represents a class. In the 2007-2008 school year, CCPS started testing with the TerraNova, 3rd Edition (instead of the TerraNova 2nd Edition). CCPS started testing the students in grades 3-11 in the Fall during the 2009-2010 school year, instead of the Spring. This seems to have eased the amount of tests the students are given in the Spring.

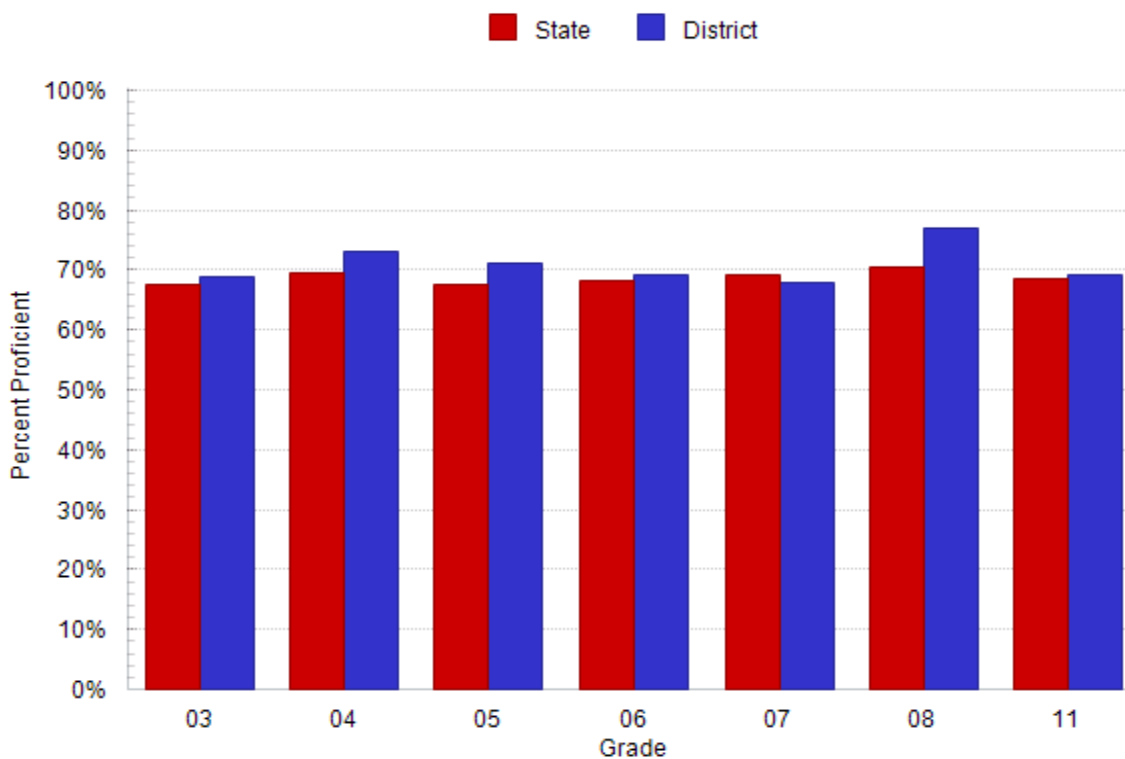
## NeSA Reading

NeSA reading tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards.

### Nebraska State Accountability (NeSA) - Reading All Students

District Average Reading Scale Scores: Scale Score Range 0-200		
	2009-2010	
	State	District
Grade 3	101	100
Grade 4	104	107
Grade 5	101	106
Grade 6	101	103
Grade 7	104	105
Grade 8	102	105
Grade 11	101	109

**Percent Proficient By Grade**



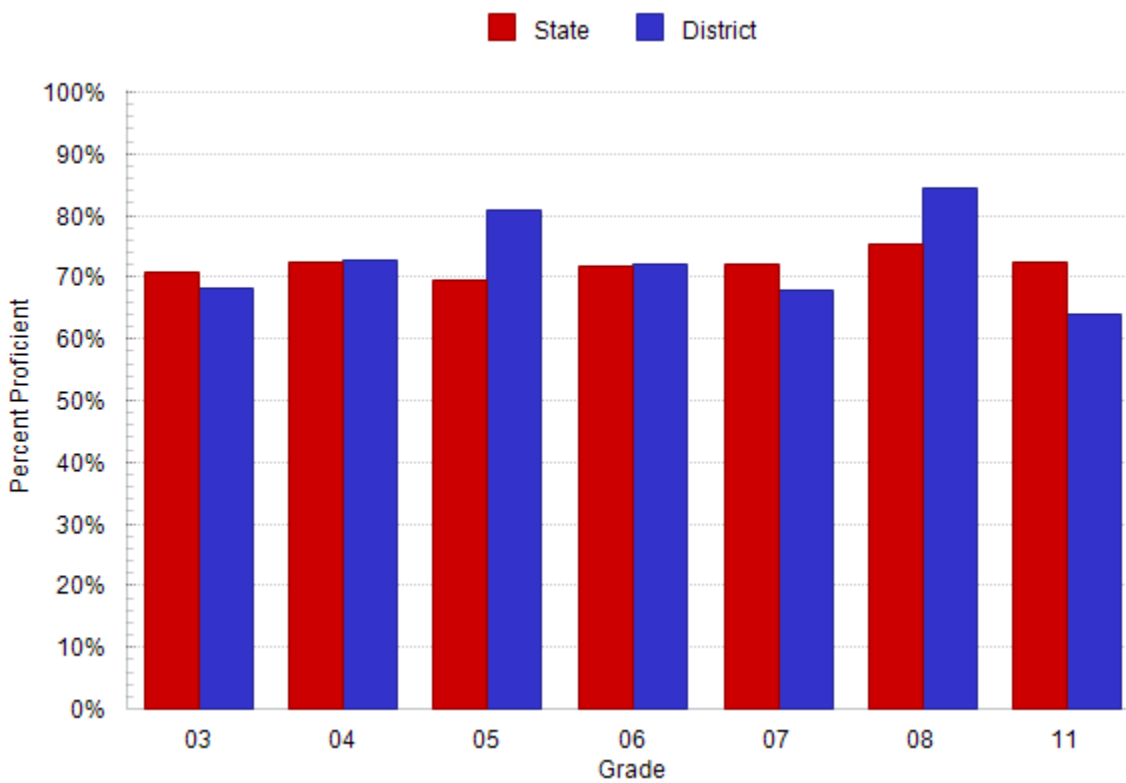
Participation				
	Students Tested		Students Not Tested	
State	147,144	99.85%	216	0.15%
District	353	100.00%	0	0.00%

## Nebraska State Accountability (NeSA) - Reading

### Gender: Females

District Average Reading Scale Scores: Scale Score Range 0-200		
	2009-2010	
	State	District
Grade 3	104	99
Grade 4	107	117
Grade 5	103	116
Grade 6	105	107
Grade 7	108	108
Grade 8	108	117
Grade 11	105	110

### Percent Proficient By Grade



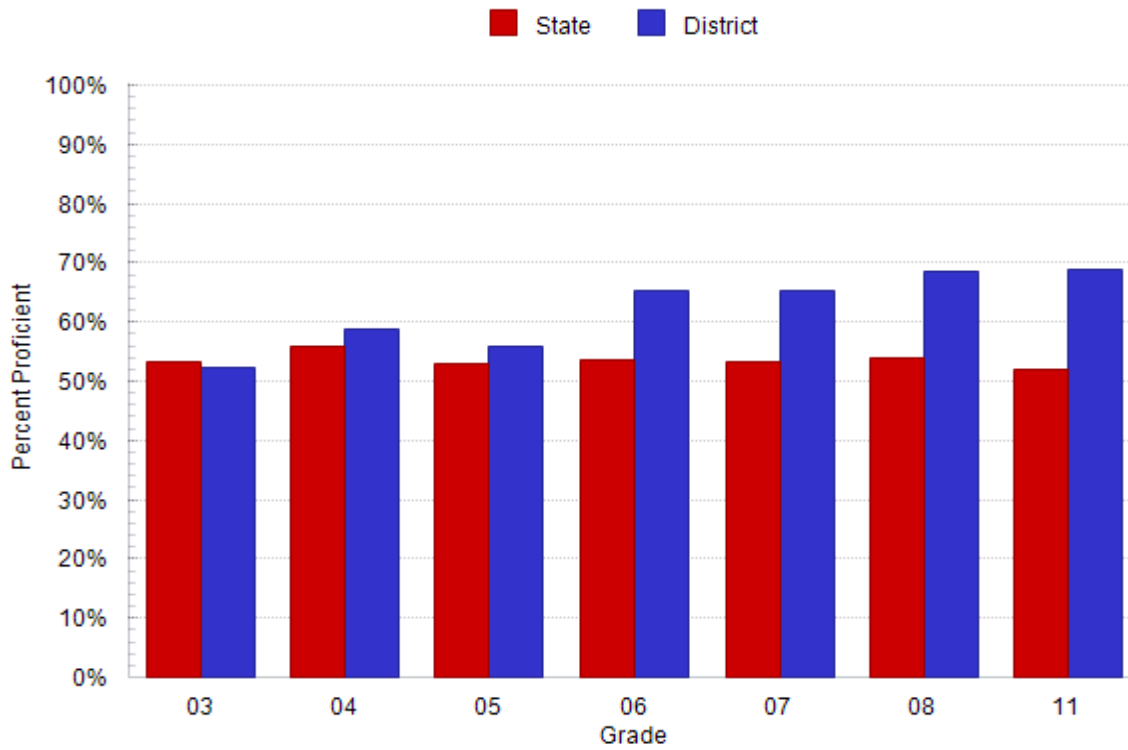
Participation				
	Students Tested		Students Not Tested	
State	71,789	99.87%	94	0.13%
District	177	100.00%	0	0.00%

## Nebraska State Accountability (NeSA) - Reading Free/Reduced Priced Meals

### District Average Reading Scale Scores: Scale Score Range 0-200

	2009-2010	
	State	District
Grade 3	88	87
Grade 4	89	92
Grade 5	85	94
Grade 6	86	93
Grade 7	88	108
Grade 8	86	94
Grade 11	84	94

### Percent Proficient By Grade



### Participation

	Students Tested		Students Not Tested	
	Count	Percentage	Count	Percentage
State	62,743	99.79%	130	0.21%
District	147	100.00%	0	0.00%

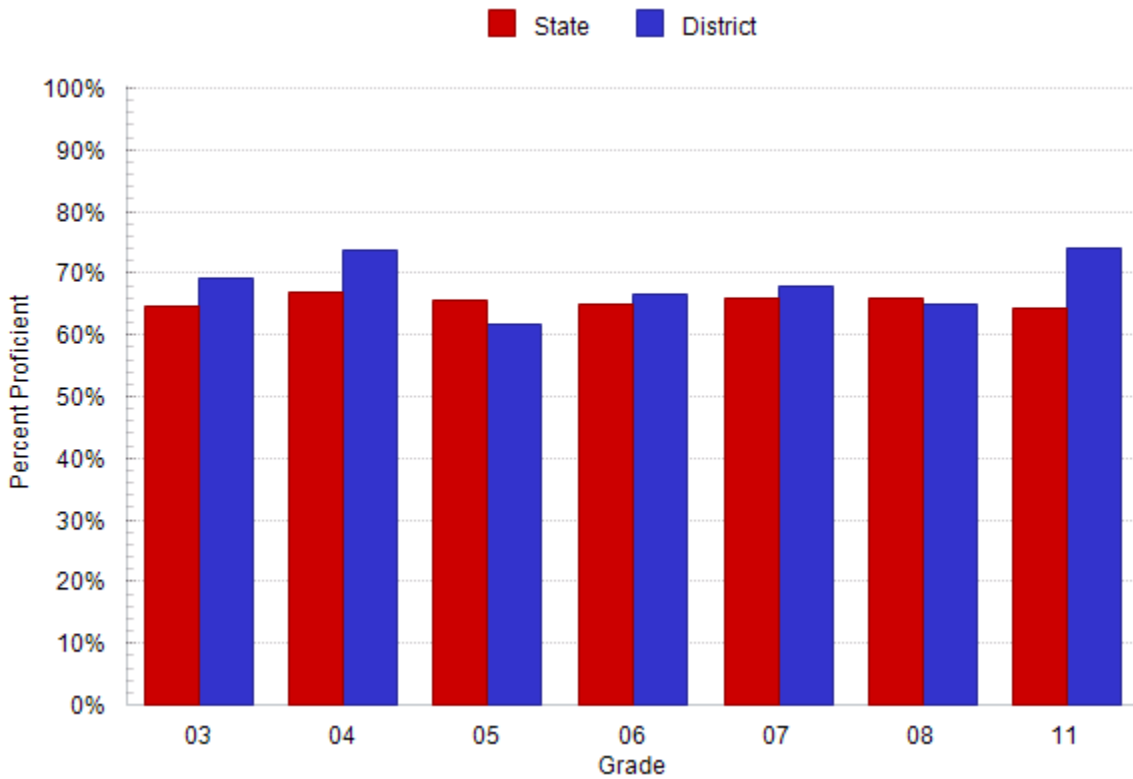
## Nebraska State Accountability (NeSA) - Reading

Gender: Males

### District Average Reading Scale Scores: Scale Score Range 0-200

	2009-2010	
	State	District
Grade 3	99	100
Grade 4	101	95
Grade 5	99	96
Grade 6	98	98
Grade 7	101	102
Grade 8	97	87
Grade 11	97	109

### Percent Proficient By Grade



### Participation

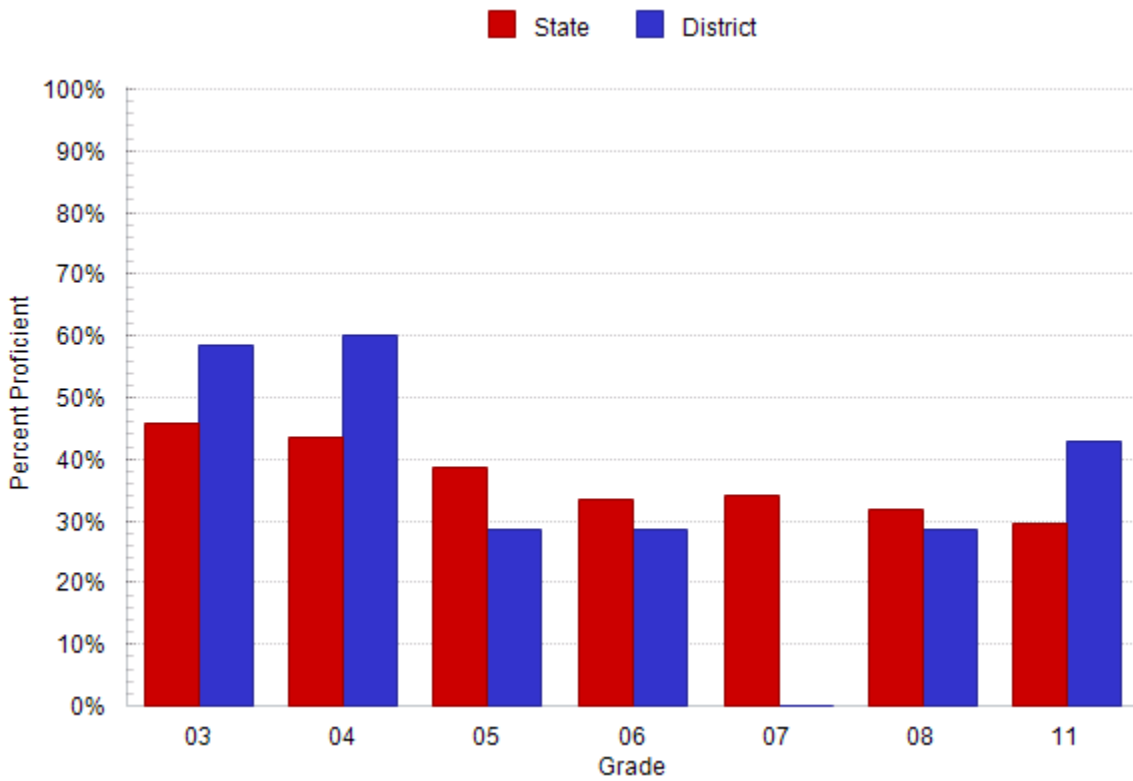
	Students Tested		Students Not Tested	
	Count	Percentage	Count	Percentage
State	75,355	99.84%	122	0.16%
District	176	100.00%	0	0.00%

## Nebraska State Accountability (NeSA) - Reading Students in Special Education

### District Average Reading Scale Scores: Scale Score Range 0-200

	2009-2010	
	State	District
Grade 3	83	95
Grade 4	79	95
Grade 5	73	68
Grade 6	68	52
Grade 7	72	26
Grade 8	69	67
Grade 11	66	86

### Percent Proficient By Grade

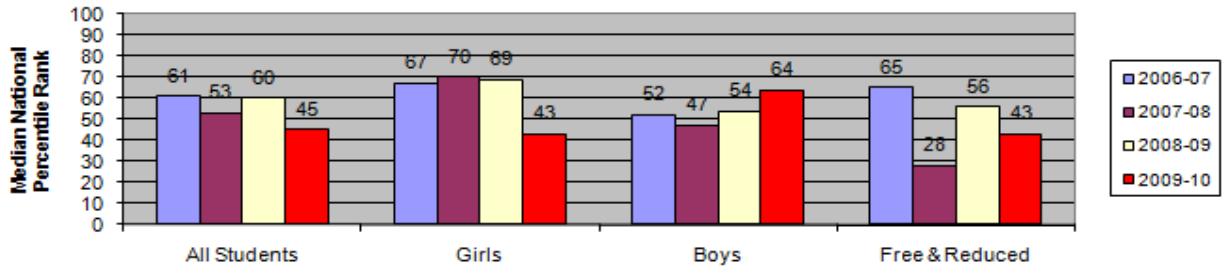


### Participation

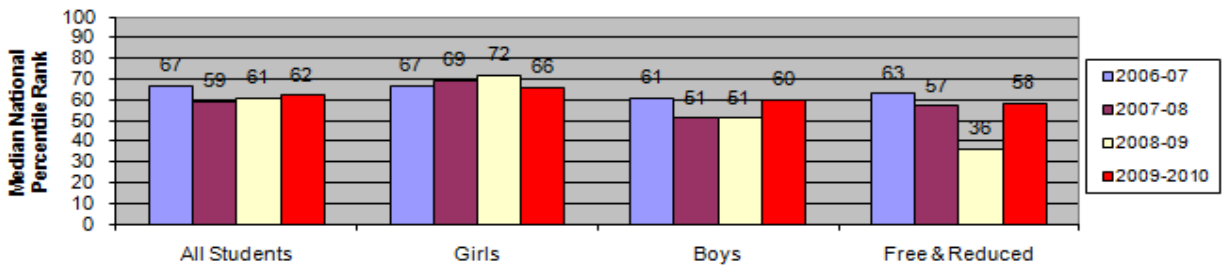
	Students Tested		Students Not Tested	
	State	22,822	99.69%	72
District	54	100.00%	0	0.00%

# Elementary TerraNova-Reading

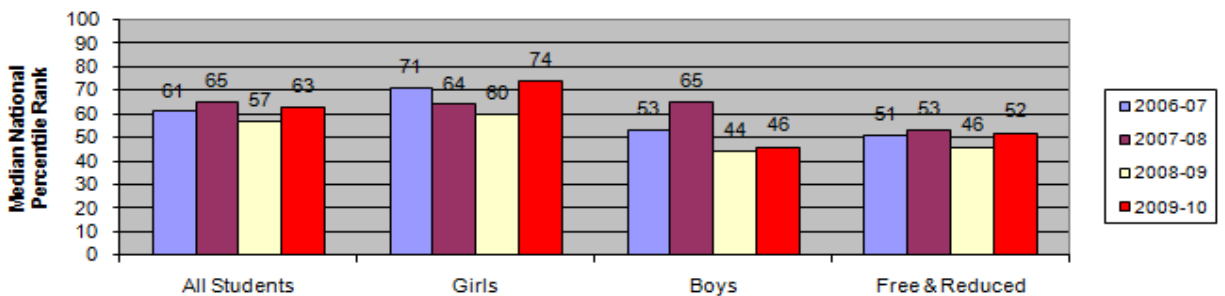
**2nd Grade TerraNova Disaggregated Results**  
**Four Year Comparison 2007 - 2010**  
 Central City Public Schools



**3rd Grade TerraNova Disaggregated Results**  
**Four Year Comparison 2007 - 2010**  
 Central City Public Schools

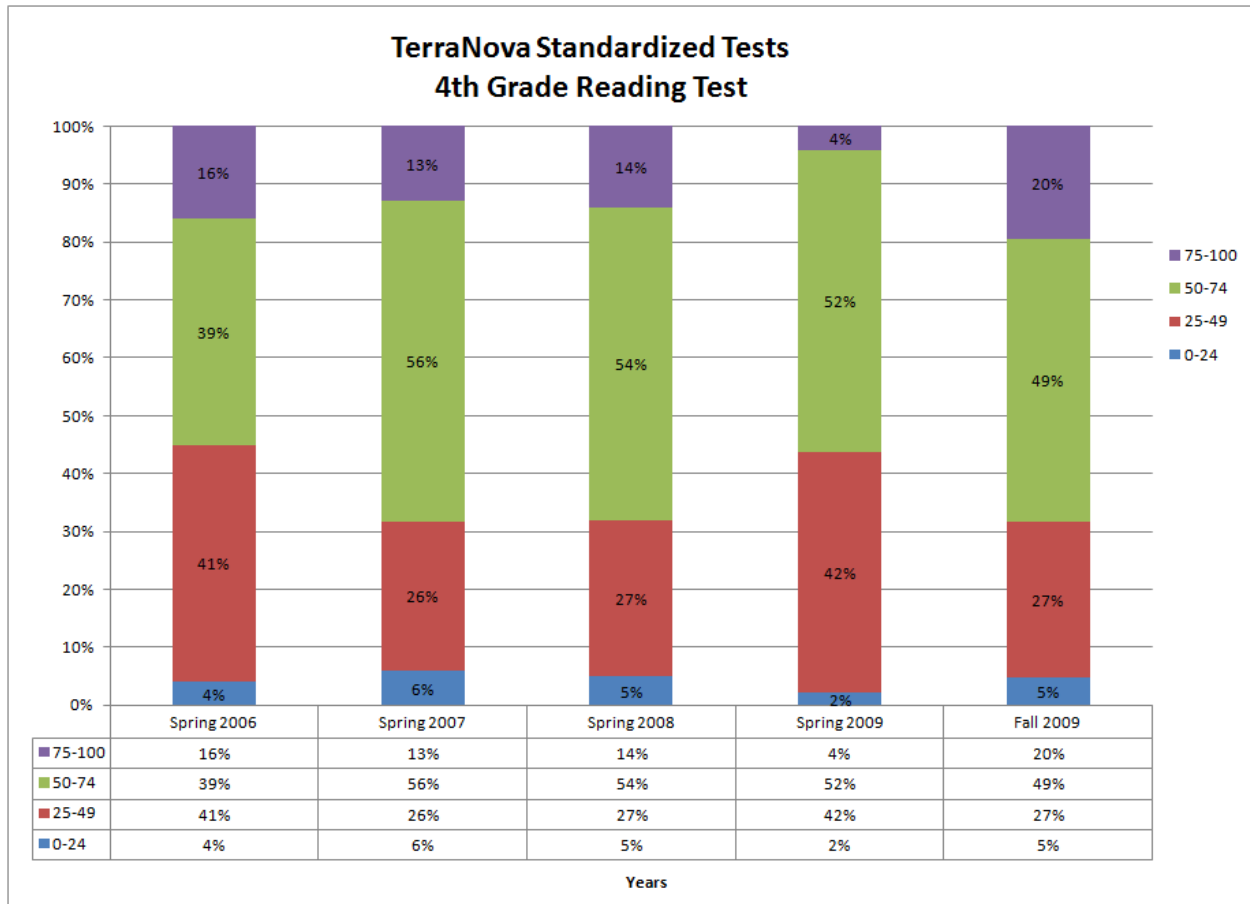


**4th Grade TerraNova Disaggregated Results**  
**Four Year Comparison 2007 - 2010**  
 Central City Public Schools



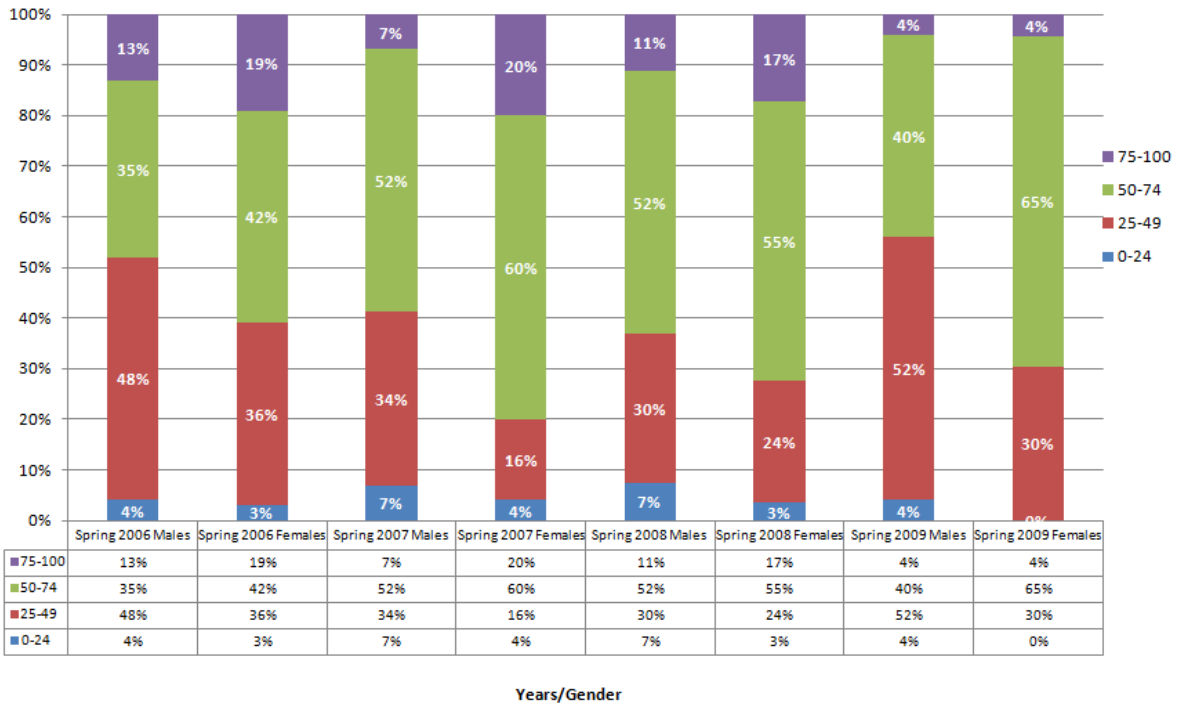
**Summary Analysis:**

1. A new version of the TerraNova test was introduced during the 2007-2008 school year. During the 2009-2010 school year, students in grades 3 and 4 were tested in the fall instead of the spring. Students in grade 2 continued to be tested in the spring.
2. Students in grade 4, 2009-2010 school year, maintained or improved their scores throughout their 3 year testing period, starting as second grade students in the 2007-2008 school year.
3. Students in grade 2, 2009-2010 school year, in all groups except boys, declined considerably from the previous year.



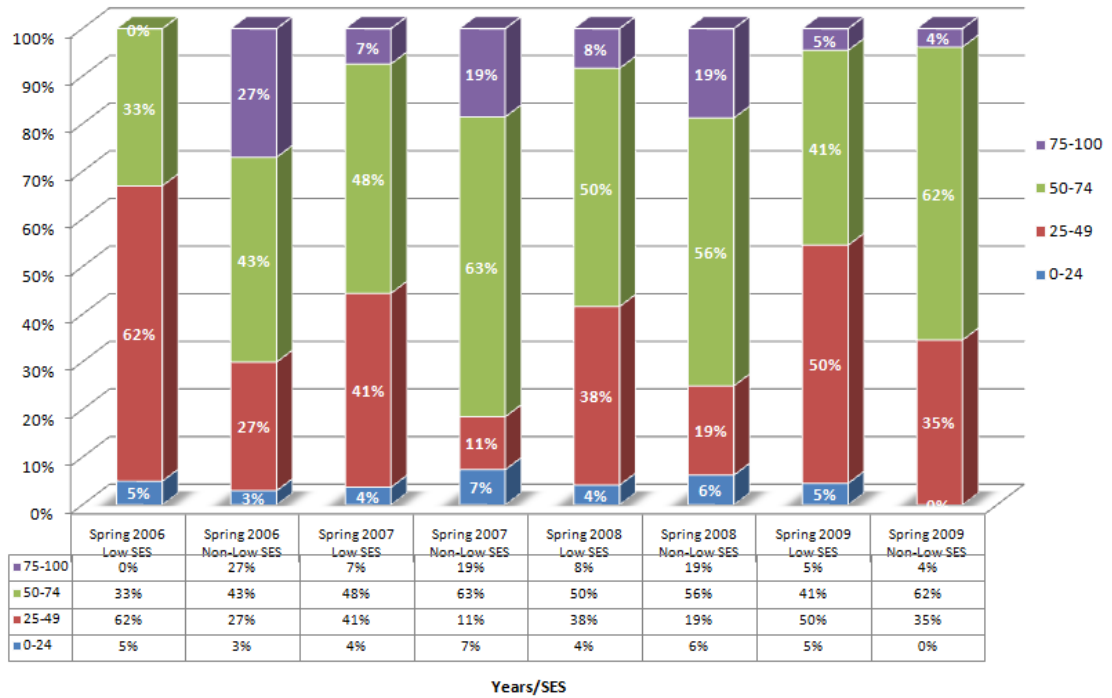
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 4<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009.
- Students scoring in the highest quartiles have increased at the highest rate in five years.
- Students scoring in the lowest quartiles increased by 3% over the previous year; however the students scoring in the lower two quartiles combined was less than the previous year.

### TerraNova Standardized Tests 4th Grade Reading Test Gender



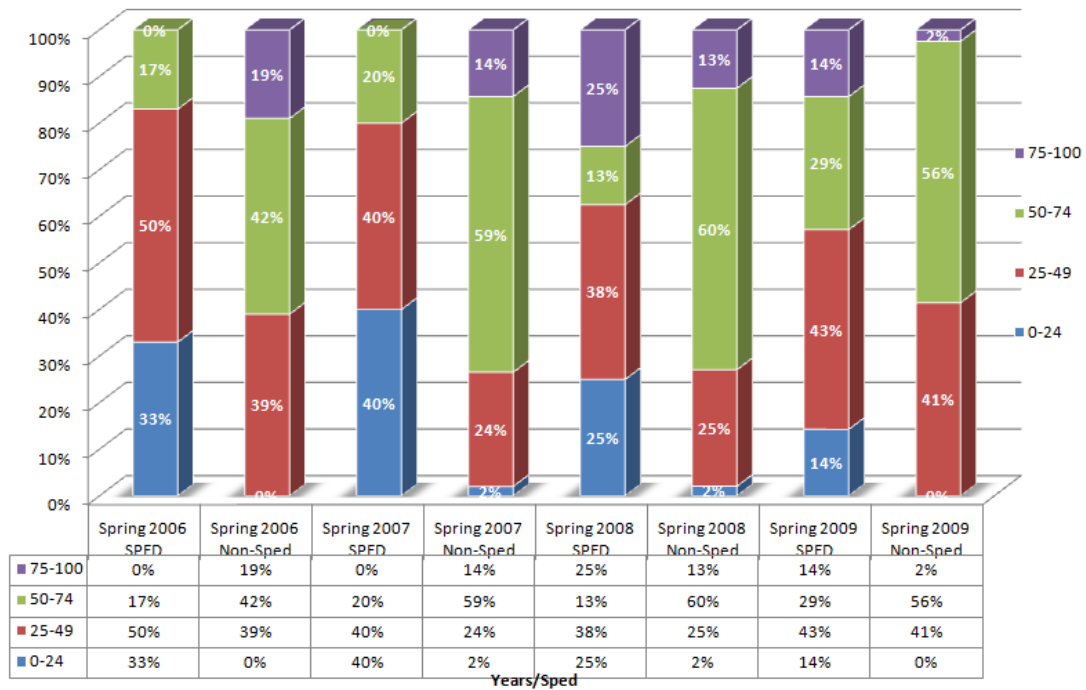
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 4<sup>th</sup> Grade by gender in the spring of 2006-2009 and the fall of 2009.
- The males showed improvement in the upper two quartiles until 2008, but since then there has been a decline.
- Females scored significantly higher than the males in the upper two quartiles each year.

### TerraNova Standardized Tests 4th Grade Reading Test Socio-Economic Groups



- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 4<sup>th</sup> Grade by socio-economic groups in the spring of 2006-2009.
- Both non-low and low socio-economic groups made gains in the upper two quartiles.

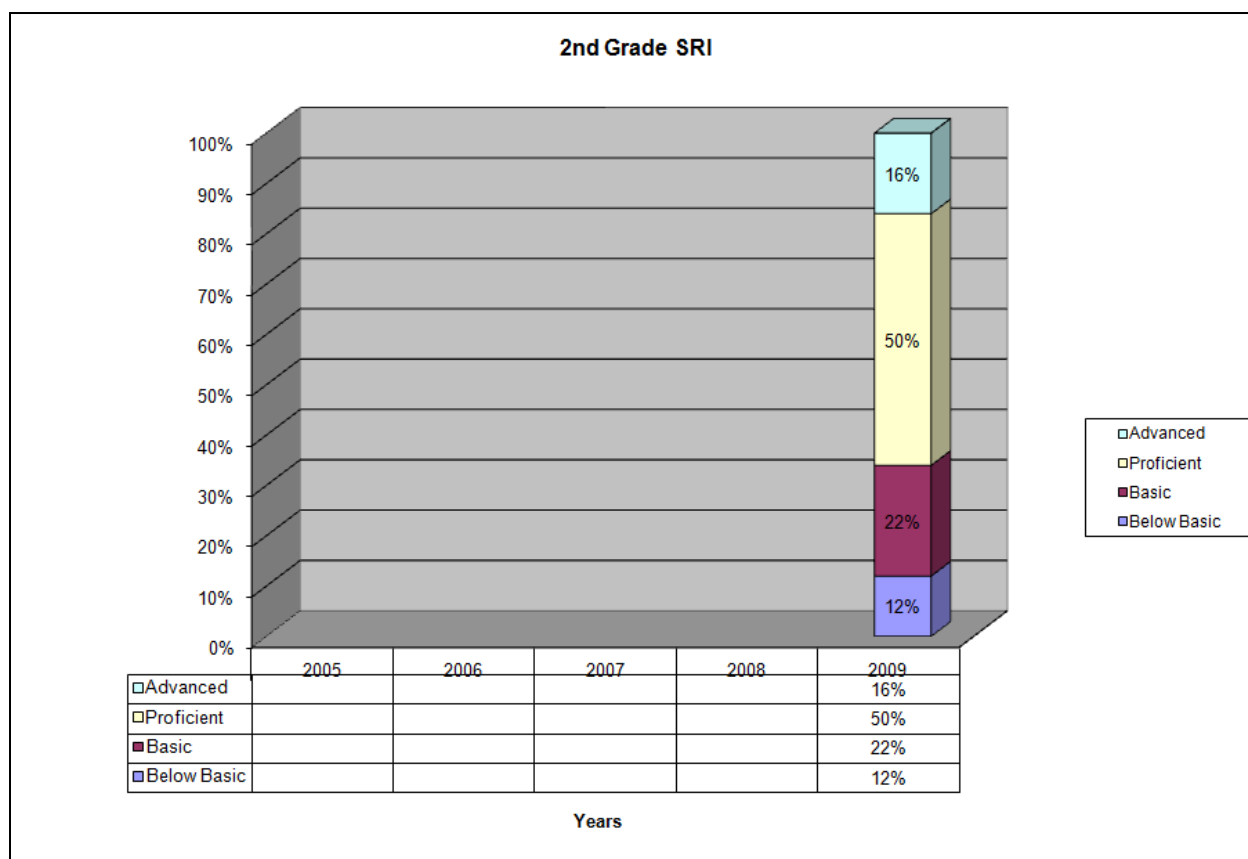
### TerraNova Standardized Tests 4th Grade Reading Test Special Education/Non-Special Education



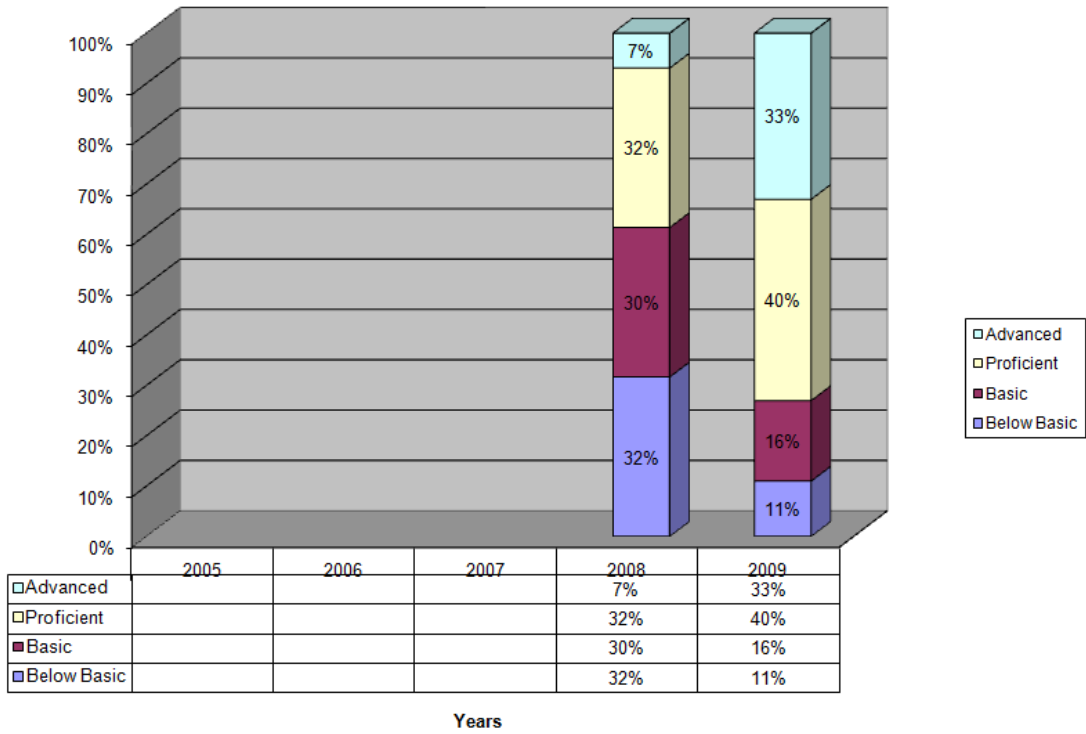
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 4<sup>th</sup> Grade by special education/non-special education groups in the spring of 2006-2009.
- Special education students showed a significant improvement in the upper two quartiles.
- Non-special education students held steady in the top quartile except for the spring of 2009, where they dropped significantly.

## Elementary Scholastic Reading Inventory

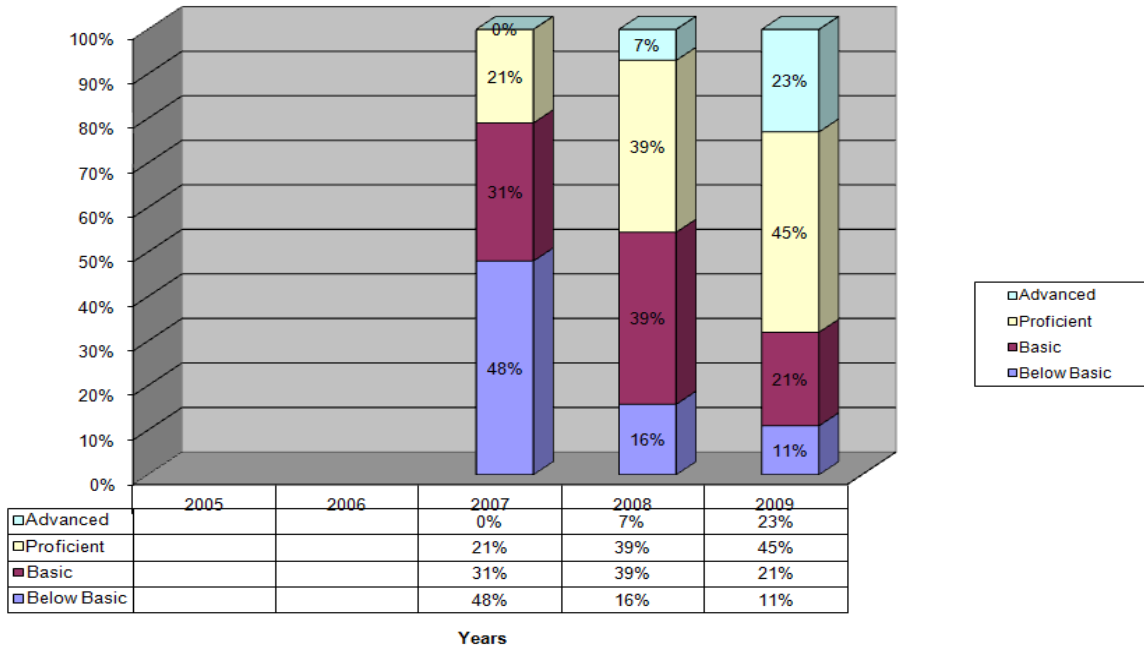
The Scholastic Reading Inventory tests students' reading levels or lexiles. Each graph tracks the same group of students for five years with the exception of the first four graphs, since this testing begins at 2<sup>nd</sup> grade. Teachers use this information to determine what grade level students are reading at, and gives special education personnel support data when referring/testing for special education. These graphs show that there is a significant increase in the students scoring in the advanced/proficient quartiles over the five years of data.



### 3rd Grade SRI

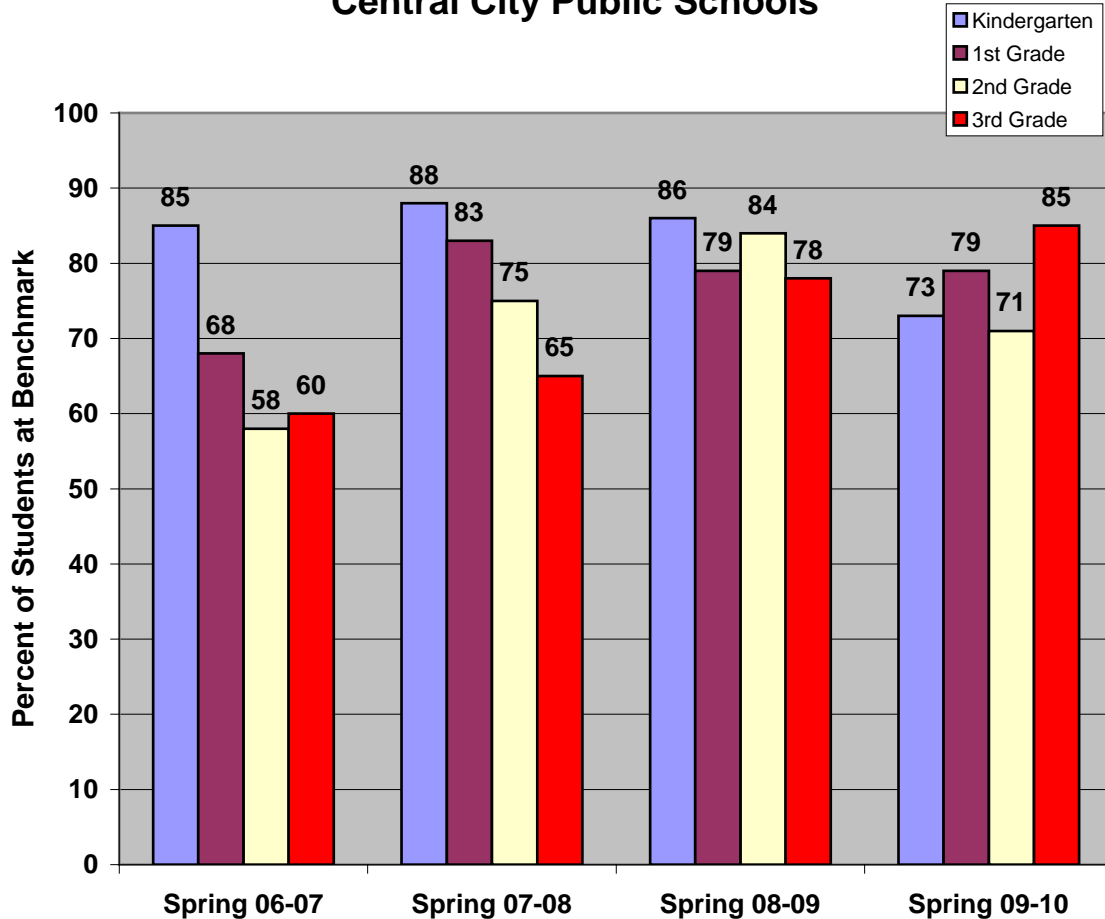


### 4th Grade SRI



## Elementary Dibels

### Four Year Comparison of Dibels Scores Spring 2006 - Spring 2010 Central City Public Schools



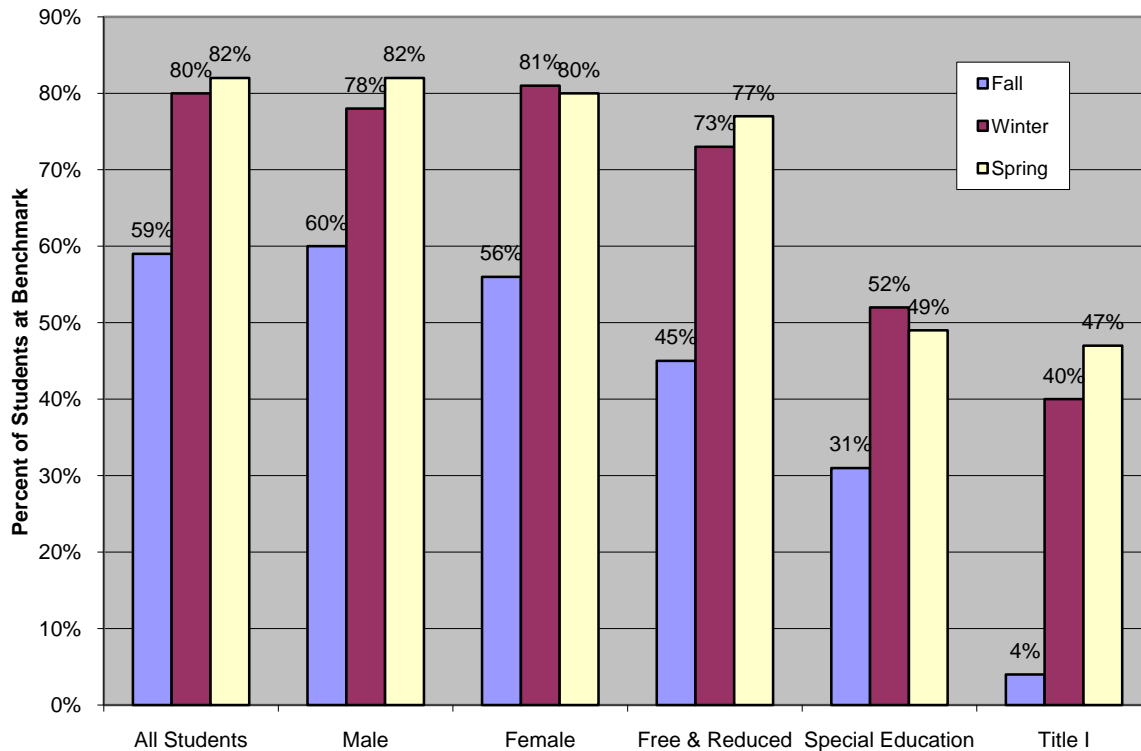
#### Summary Analysis:

-CCPS Third Grade students maintained their progress in DIBELS scores throughout all four years of implementation with their highest percent of students reaching benchmark occurring in the fourth year. These students also had a total of four years of Reading First strategies and resources.

-Each grade level, K – 2, had drops in scores throughout the four years of program implementation. The second year reflected highest scores for students in grades 2 and Kindergarten. The scores for students in grade 1 dropped in year three, but stayed consistent in year four.

## Disaggregated DIBELS Results K-3 Benchmark Scores

Fall 08-09 to Spring 08-09  
Central City Elementary

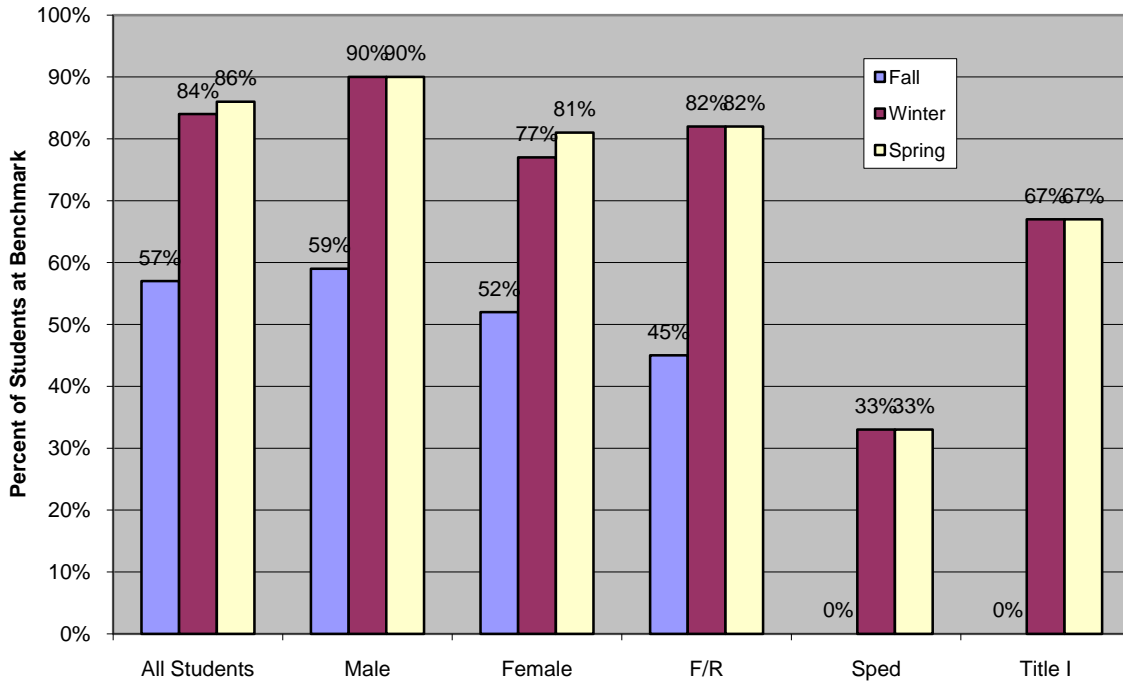


### **Summary Analysis:**

When we began the Reading First initiative, information was not disaggregated. The 2008-2009 school year was the first year data was disaggregated.

- \* CCPS made significant gains with all subgroups from fall to spring of the 2008-2009 school year.
- \* CCPS had 23% more students reach Benchmark in the spring compared to the fall.
- \* In the spring, 22% more Males reached Benchmark and 24% more Females reached Benchmark.
- \* In the spring, 32% more students that qualified for Free & Reduced lunches reached Benchmark compared to the fall.
- \* In the spring, 18% more students that qualified for Special Education reached Benchmark

## Kindergarten DIBELS 2008-2009



**Fall Results** include Initial Sound Fluency and Letter Naming Fluency.

**Winter Results** include Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

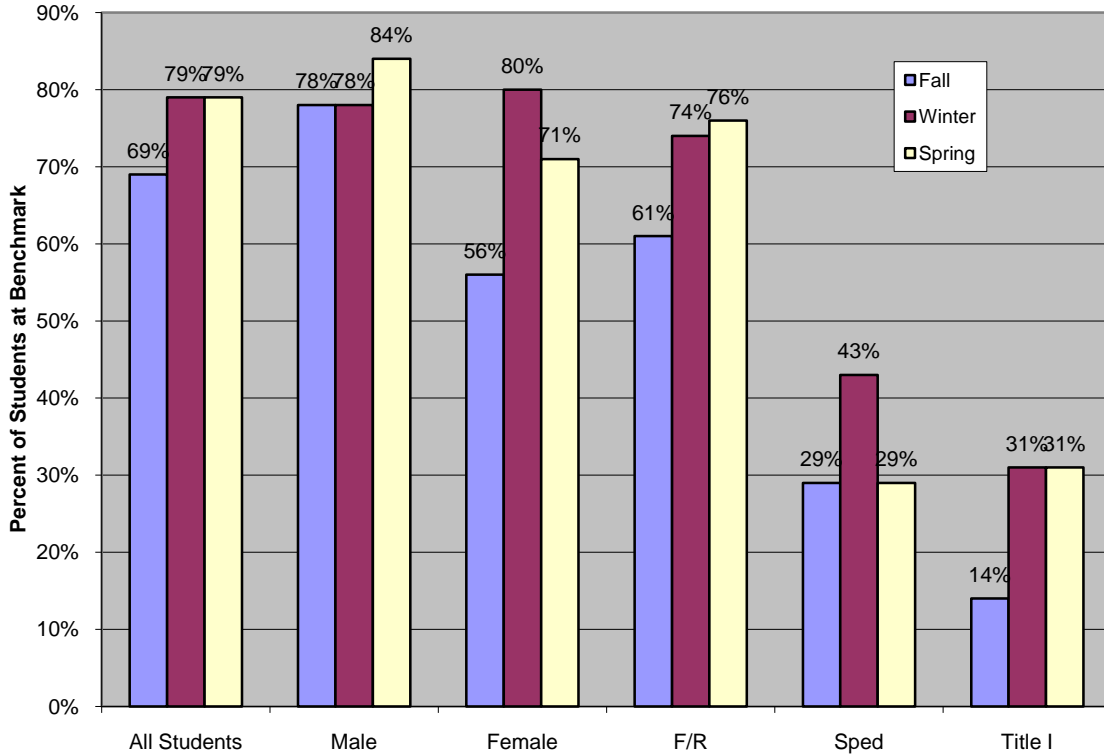
**Spring Results** include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

The Kindergarten students made significant progress from the fall benchmark testing to the winter benchmark testing. The same percentage of Males (90%), Free & Reduced (82%), Special Education (33%), and Title I (67%) students reached Benchmark on the winter and spring testing periods.

### **Nebraska Reading First Student Achievement Goals 2008-2009**

Eighty-six percent (86%) of Kindergarten students scored at Benchmark at the end of the 2008-2009 school year. Ninety-one percent (91%) of Kindergarten students scored at Benchmark on the Phoneme Segmentation Fluency subtest and eighty-seven (87%) percent of Kindergarten students scored at Benchmark on the Nonsense Word Fluency subtest.

## First Grade DIBELS 2008-2009



**Fall Results** include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

**Winter and Spring Results** include Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency.

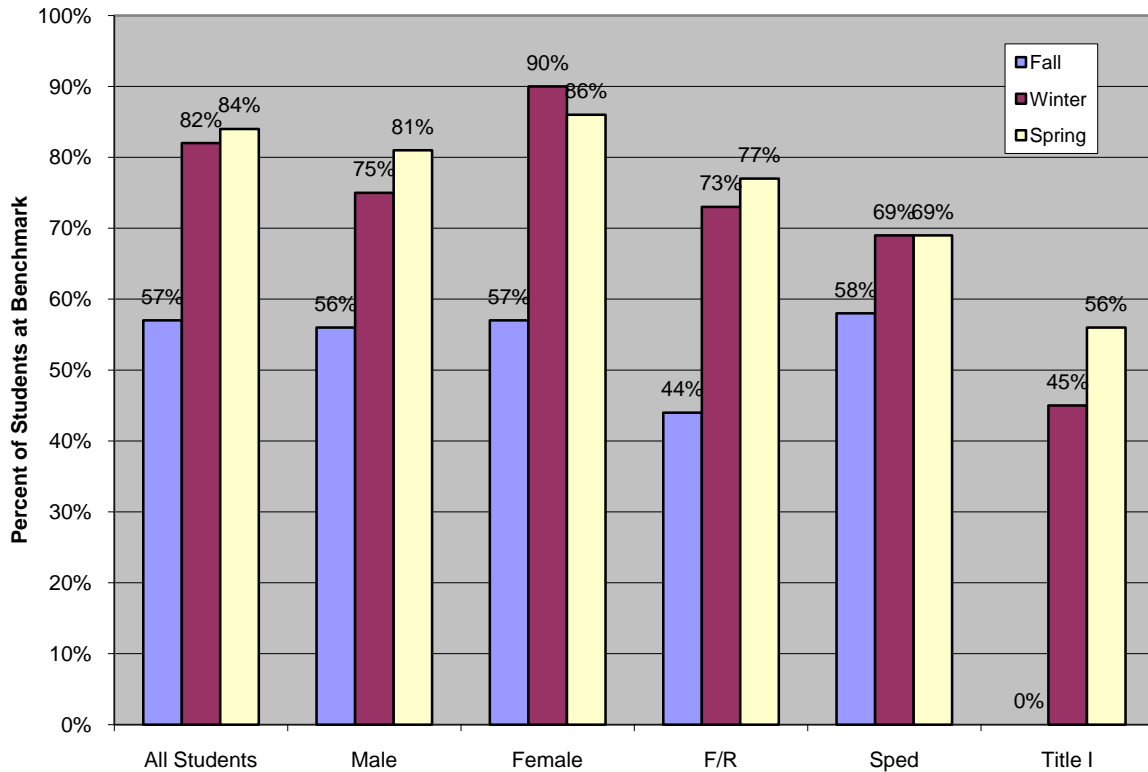
The First Grade students made progress from the fall testing to the spring testing with the exception of the Special Education subgroup. Fourteen percent (14%) more students reached Benchmark from fall to winter testing, but then 14% dropped on the spring testing. The same percentage of All Students (79%) reached Benchmark on winter and spring testing. The same percentage of Males (78%) reached Benchmark on fall and spring testing. The same percentage of Title I students (31%) reached Benchmark on winter and spring testing.

### **Nebraska Reading First Student Achievement Goals 2008-2009**

Seventy-nine percent (79%) of First Grade students scored at Benchmark at the end of the 2008-2009 school year.

Eighty-nine percent (89%) of First Grade students scored at Benchmark on the Nonsense Word Fluency subtest and seventy-nine percent (79%) of First Grade students scored at Benchmark on Oral Reading Fluency.

## Second Grade DIBELS 2008-2009



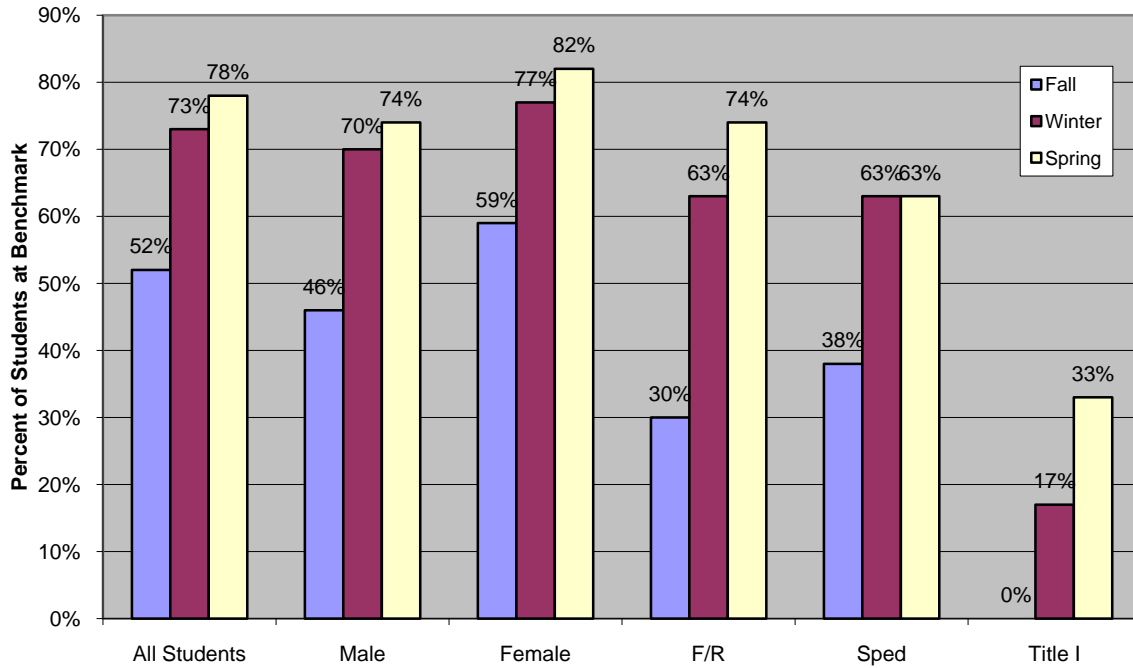
**Fall Results** include Nonsense Word Fluency and Oral Reading Fluency  
**Winter and Spring Results** include Oral Reading Fluency

The Second Grade students made significant progress from the fall testing to the spring testing. The only drop in students making Benchmark were Females from winter (90%) to spring (86%). The same percentage of Special Education students (69%) made Benchmark on the winter and spring testing.

### **Nebraska Reading First Student Achievement Goals 2008-2009**

Eighty-four percent (84%) of Second Grade students scored at Benchmark at the end of the 2008-2009 school year.

### Third Grade DIBELS 2008-2009



**Fall, Winter, and Spring Results** include Oral Reading Fluency.

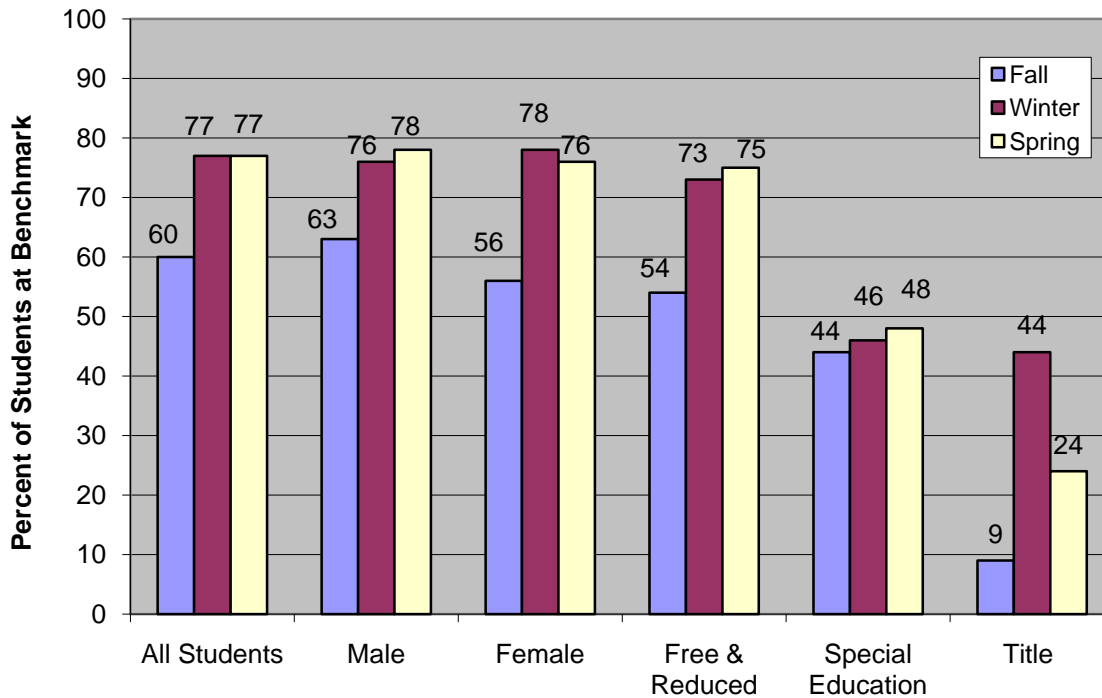
The Third Grade students made significant progress from the fall testing to the spring testing. The same percentage of Special Education students (63%) made Benchmark on the winter and spring testing.

**Nebraska Reading First Student Achievement Goals 2008-2009**

Seventy-eight (78%) of Third Grade students scored at Benchmark at the end of the 2008-2009 school year.

## Disaggregated DIBELS Results K-3 Benchmark Scores

Fall 09-10 to Spring 09-10  
Central City Elementary

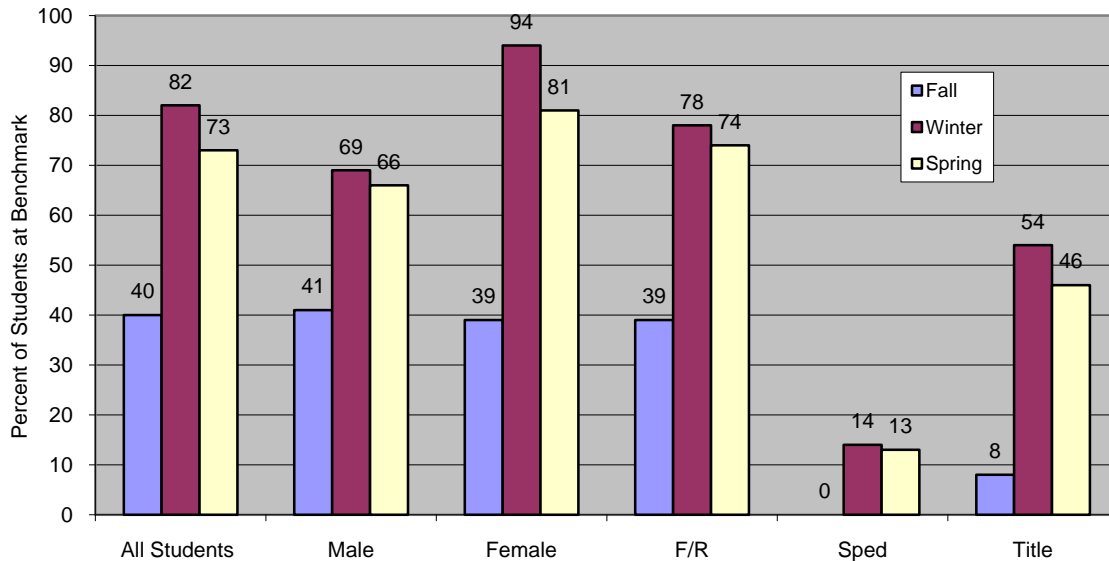


### **Summary Analysis:**

- \* CCPS made significant gains with all sub-groups from fall to spring of the 09-10 school year with the exception of the special education sub-group where the gain was only by 4%.
- \* CCPS had 17% more students reach benchmark in the spring compared to the fall.
- \* In the spring, 15% more males reached benchmark and 20% more females reached benchmark.
- \* In the spring, 21% more students that qualify for free & reduced lunches reached benchmark compared to the fall.

The largest increase in scores was with students receiving Title One interventions early in the school year. Many of those students reached benchmark during the winter testing period. The number of students receiving Title One services who reached Benchmark decreased in the spring. This showed a need for more intense interventions within the Title One program.

## Kindergarten DIBELS 2009-2010



**Fall Results** include Initial Sound Fluency and Letter Naming Fluency

**Winter Results** include Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

**Spring Results** include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

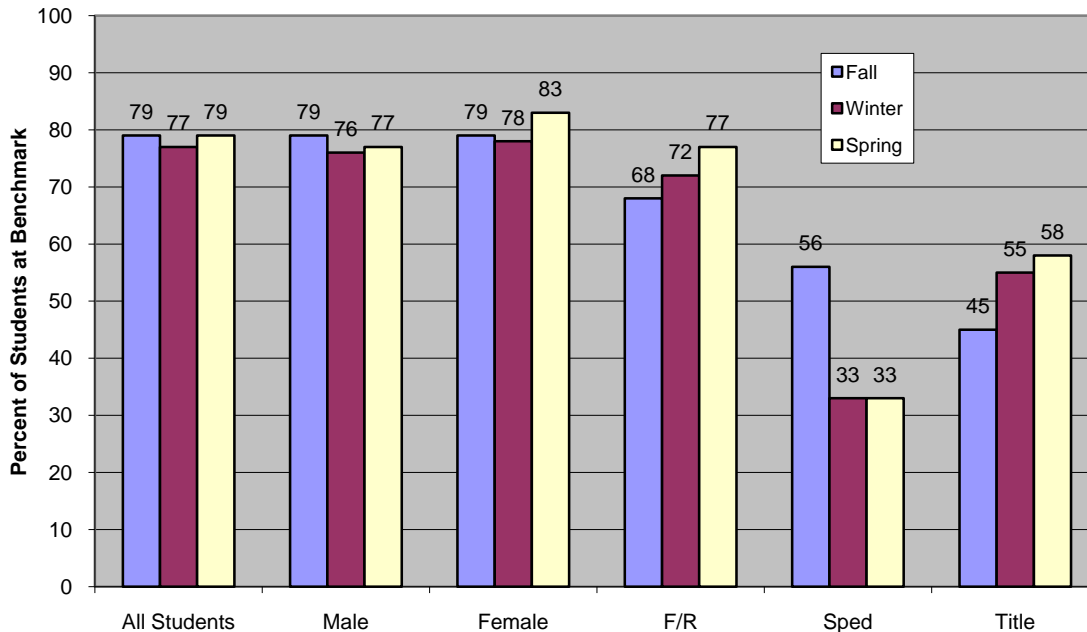
The Kindergarten students made significant progress from the fall benchmark testing to the winter benchmark testing. The percentage of students who progressed to benchmark on the spring benchmark testing dropped 9% on the All Student category, and in the other subgroups. This fall, additional interventions were begun to address this concern.

### **Nebraska Reading First Student Achievement Goals 2009-2010**

Seventy-three percent (73%) of Kindergarten students scored at Benchmark at the end of the 2009-2010 school year.

Ninety-three percent (93%) of Kindergarten students scored at Benchmark on the Phoneme Segmentation Fluency subtest and seventy-two percent (72%) of Kindergarten

## First Grade DIBELS 2009-2010



**Fall Results** include Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

**Winter and Spring Results** include Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency.

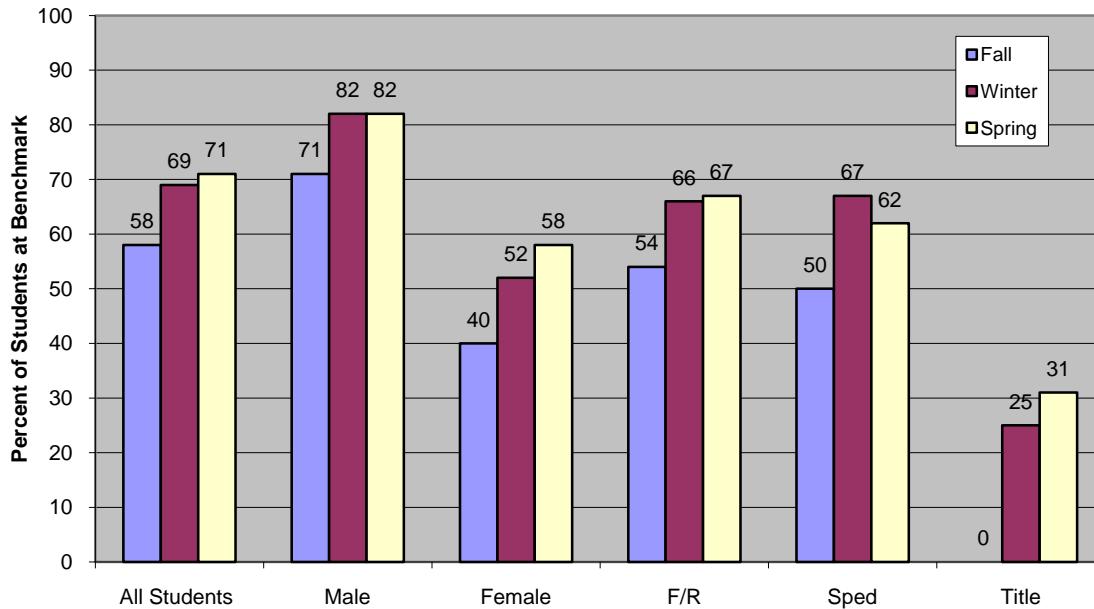
All groups in Grade 1 sustained their progress through the winter and spring benchmark testing with the exception of the Special Education subgroup. Additional interventions have been started with the students remaining in this subgroup this fall as second grade students.

### **Nebraska Reading First Student Achievement Goals 2009-2010**

Seventy-nine percent (79%) of First Grade students scored at Benchmark at the end of the 2009-2010 school year.

Eighty-one percent (81%) of First Grade students scored at Benchmark on the Nonsense Word Fluency subtest and seventy-nine percent (79%) of First Grade students scored at Benchmark on Oral Reading Fluency.

## Second Grade DIBELS 2009-2010



**Fall Results** include Nonsense Word Fluency and Oral Reading Fluency.  
**Winter and Spring Results** include Oral Reading Fluency.

This year, accuracy percentages were also included in assessment data for Second Grade. The range of accuracy scores for the Spring testing was 88 - 100 with the median score being ninety-eight percent (98%).

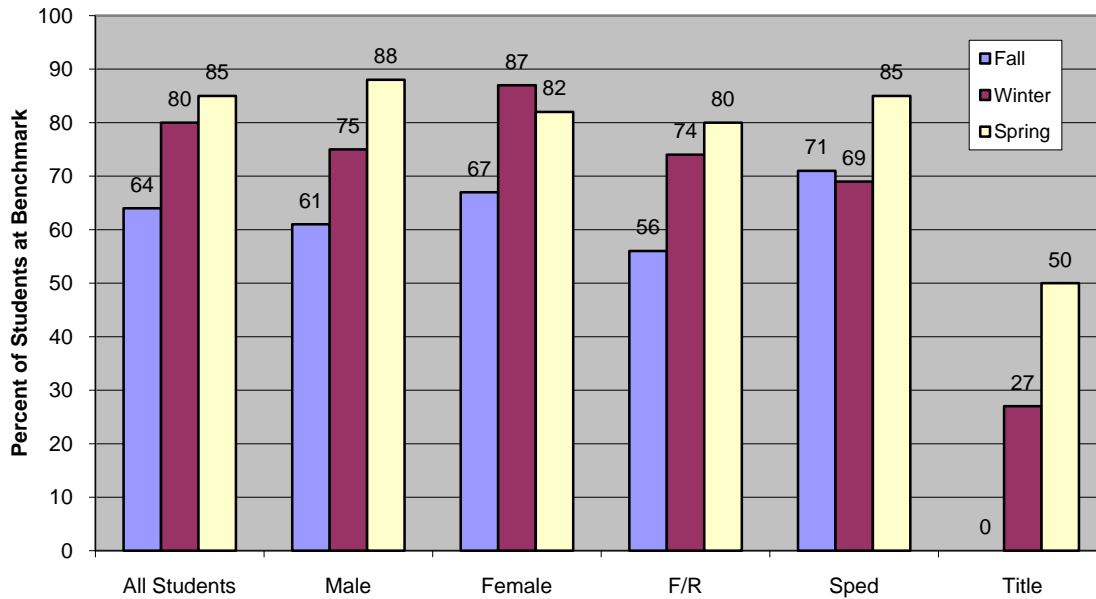
All groups in Grade 2 sustained their progress through the winter and spring benchmark testing with the exception of the Special Education subgroup. Additional interventions have been started with the students remaining in this subgroup this fall as third grade students.

The female student subgroup scored significantly lower than the male student subgroup during all three benchmark testing periods.

### **Nebraska Reading First Student Achievement Goals 2009-2010**

Seventy-one percent (71%) of Second Grade students scored at Benchmark at the

### Third Grade DIBELS 2009-2010



**Fall, Winter, and Spring Results** include Oral Reading Fluency.

This year, accuracy percentages were also included in assessment data for Third Grade. The range of accuracy scores for the Spring testing was 94 - 100 with the median score being ninety-eight percent (98%).

All groups in Grade 3 sustained their progress through the winter and spring benchmark testing with the exception of the Female student subgroup. The drop in the number of students in this subgroup was 5%.

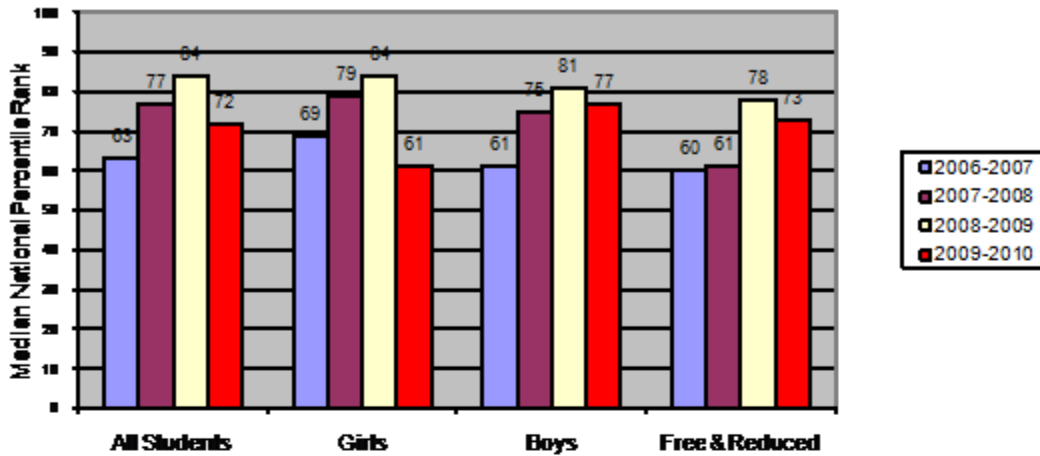
**Nebraska Reading First Student Achievement Goals 2009-2010**

Eighty-five percent (85%) of Third Grade students scored at Benchmark at the end of the 2009-2010 school year.

Seventy-one percent (71%) of end of the year Third Grade students were enrolled

## Elementary Gates-MacGinitie

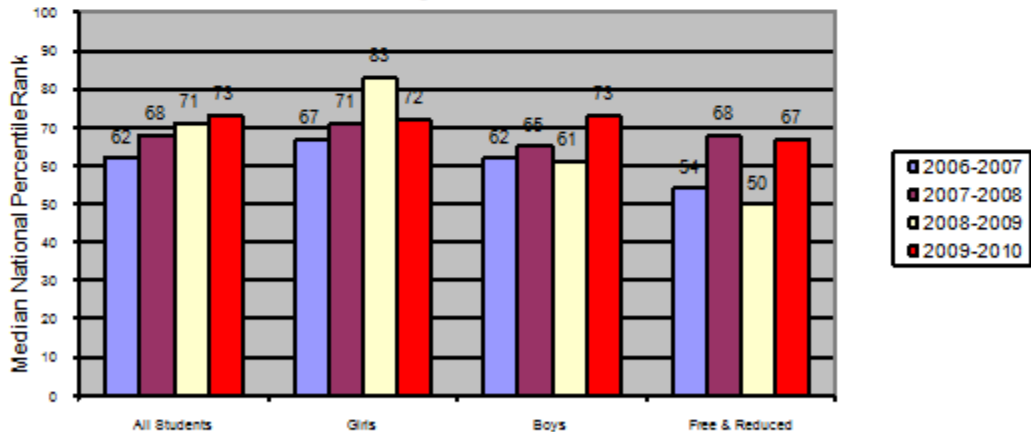
### 2nd Grade Gates-MacGinitie Disaggregated Results Four Year Comparison Central City Public Schools



**Summary Analysis:**

1. CCPS 2nd grade scores have improved in all sub-groups over the first 3 years, but dropped in the 4th year.
2. CCPS 2nd graders improved their Median National Percentile Rank by 15 points over the first 3 years.
3. CCPS 2nd grade girls registered their lowest score in the 4th year of Reading First implementation.

### 3rd Grade Gates-MacGinitie Disaggregated Results Four Year Comparison Central City Public Schools

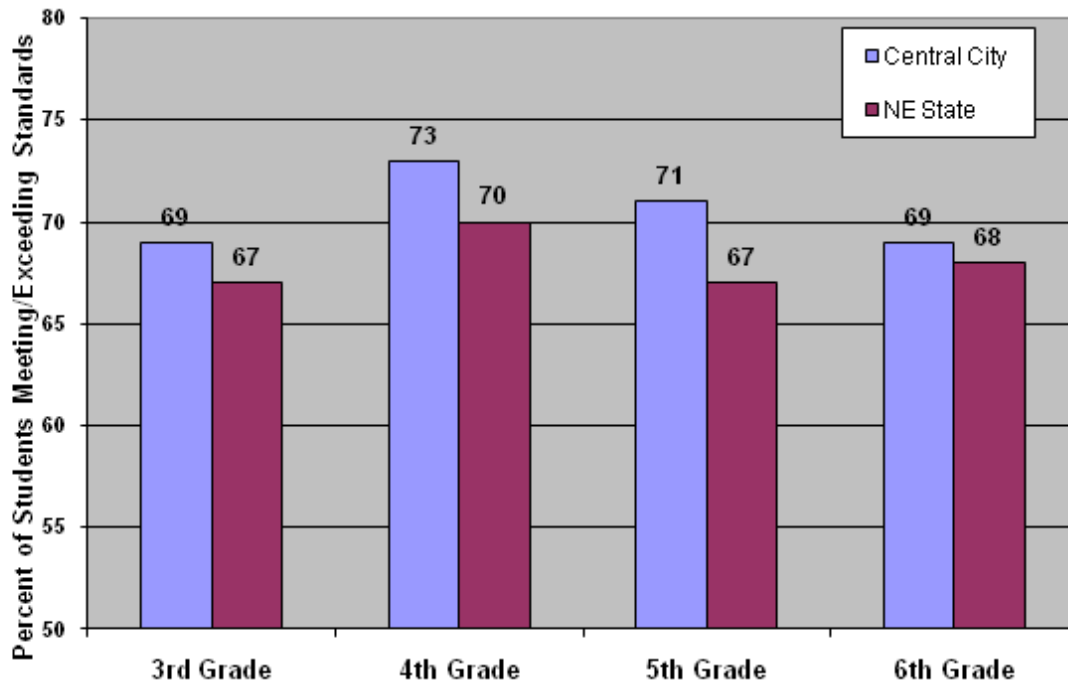


**Summary Analysis:**

1. CCPS 3rd grade all student scores have improved during all four years of our Reading First implementation.
2. CCPS 3rd grade subgroup scores for girls and boys have continued to improve during the four year Reading First implementation with girls' scores dropping the fourth year.
3. Seventy-one (71%) percent of end of the year 3rd grade students were enrolled for all four years of our Reading First implementation.

## Elementary NeSA Reading

NeSA Reading Test Results 2009-2010  
Central City Public Schools

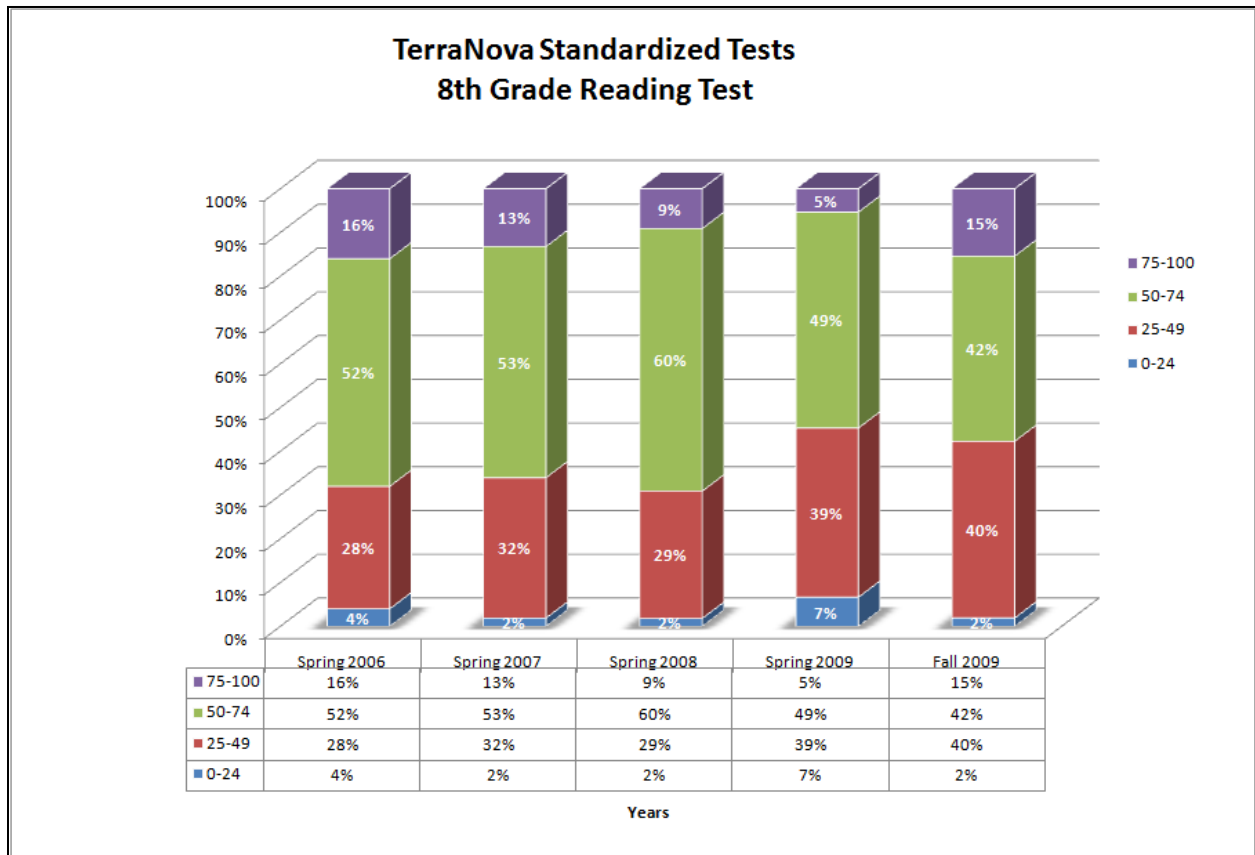


The NeSA Reading Test is a statewide Reading assessment that was given for the first time during the spring of the 2009-2010 school year. The assessment is being used to determine the number of students in grades 3 - 8, and 11, in Nebraska schools, who are meeting or exceeding mastery of the Nebraska State Reading Standards. The grade levels displayed in the above graph represent the grade levels/students who have been participants of our 4 year Reading First initiative. The students in grade 3 received four years of implementation; students in grade 6 received one year of implementation.

In all four grade levels, the percentage of Central City Public School students meeting or exceeding mastery of the Nebraska Reading standards was higher than the state average.

These results demonstrate the transfer of Reading skills developed by Central City Public School students to a different evaluation instrument.

## Middle School TerraNova-Reading



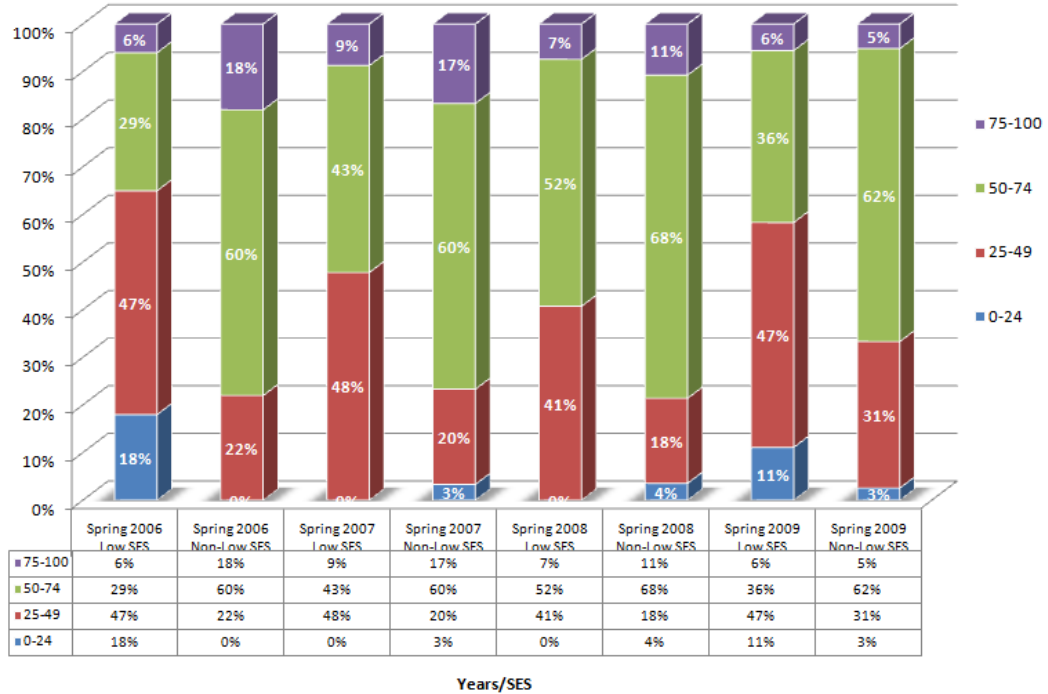
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown of quartiles of TerraNova NCE Reading scores for 8<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009.
- Trends show an increase in the highest quartile.
- Scores had been decreasing in the upper half up until the fall of 2009.
- More students became proficient in the fall of 2009 when compared to the previous spring data.

### TerraNova Standardized Tests 8th Grade Reading Test Gender



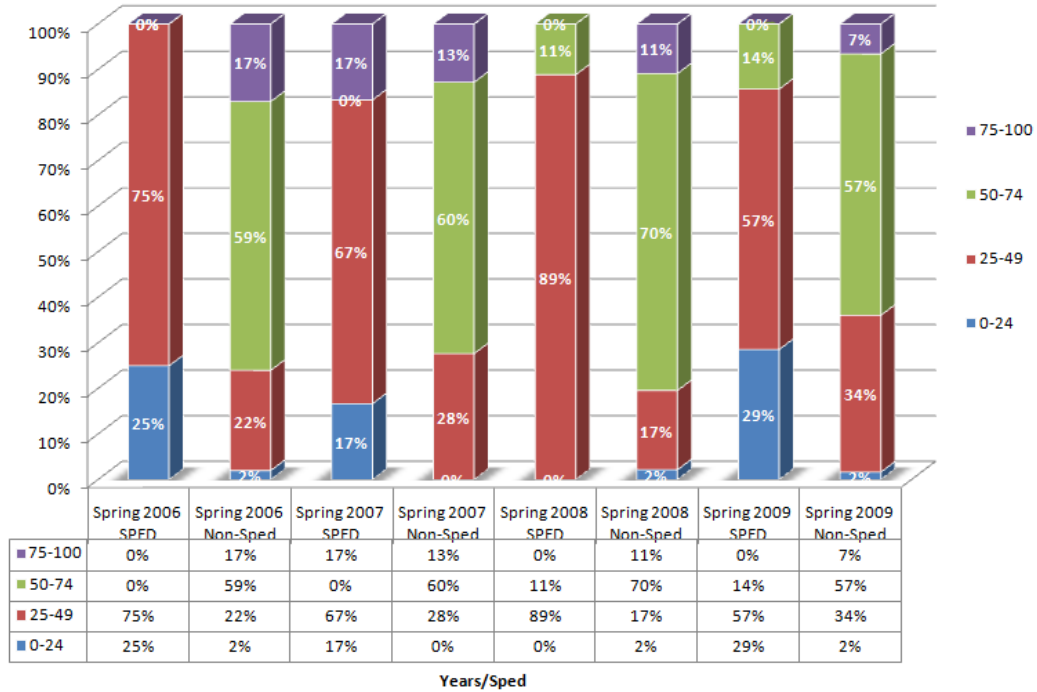
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 8<sup>th</sup> Grade by gender in the spring of 2006-2009.
- The percentage of males in the top two quartiles has decreased every year. However, the very top quartile did increase the last year.
- The percentage of females in the top two quartiles had a steady increase four out of the five years. There was a significant increase in the very top quartile in the last year.

### TerraNova Standardized Tests 8th Grade Reading Test Socio-Economic Groups



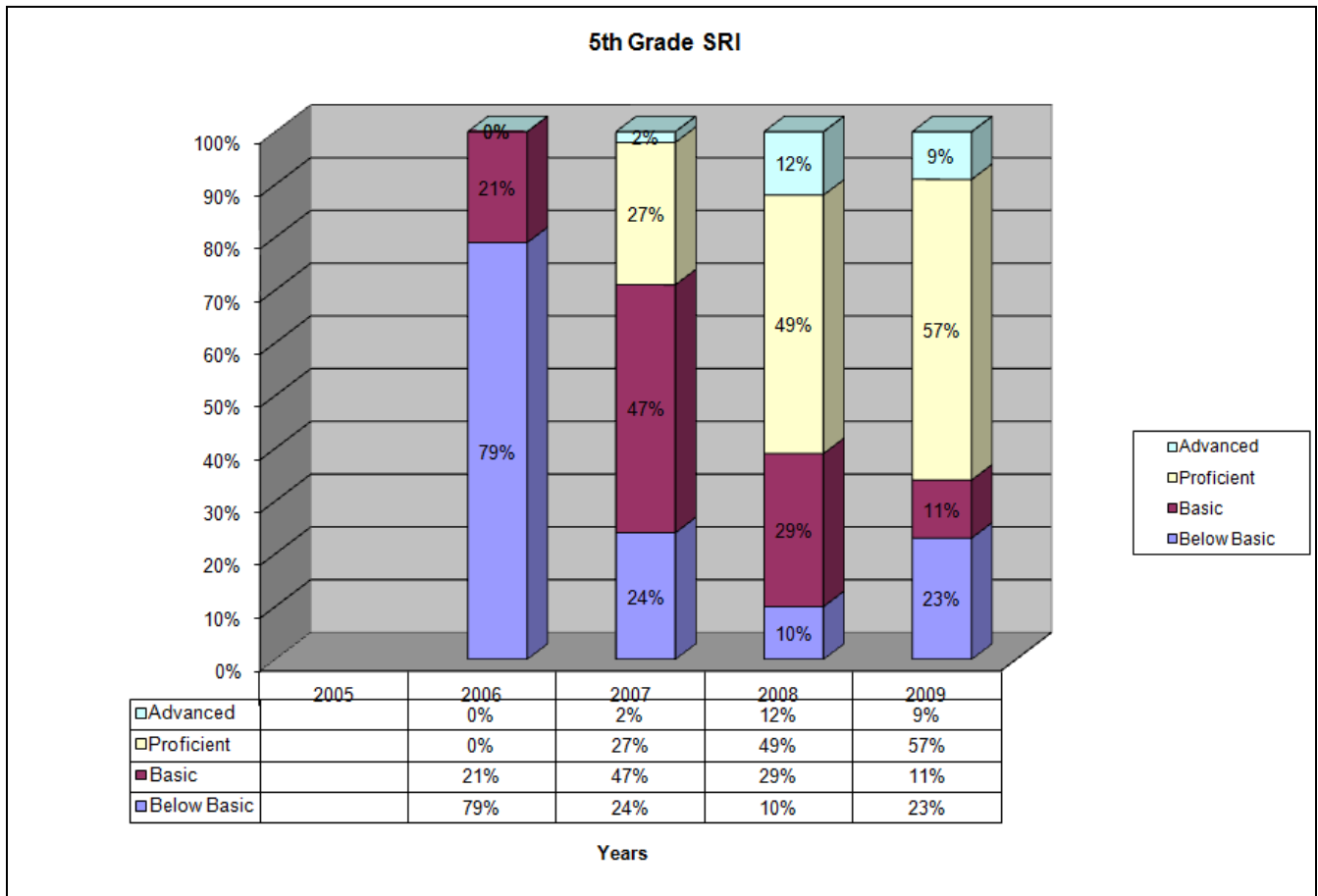
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 8<sup>th</sup> Grade by socio-economic groups in the spring of 2006-2009.
- The percentage of low socio-economic students in the top two quartiles has declined over the past two years.
- The percentage of students in the non-low socio-economic group in the top two quartiles has increased over the past two years.

**TerraNova Standardized Tests  
8th Grade Reading Test  
Special Education/Non Special Education**

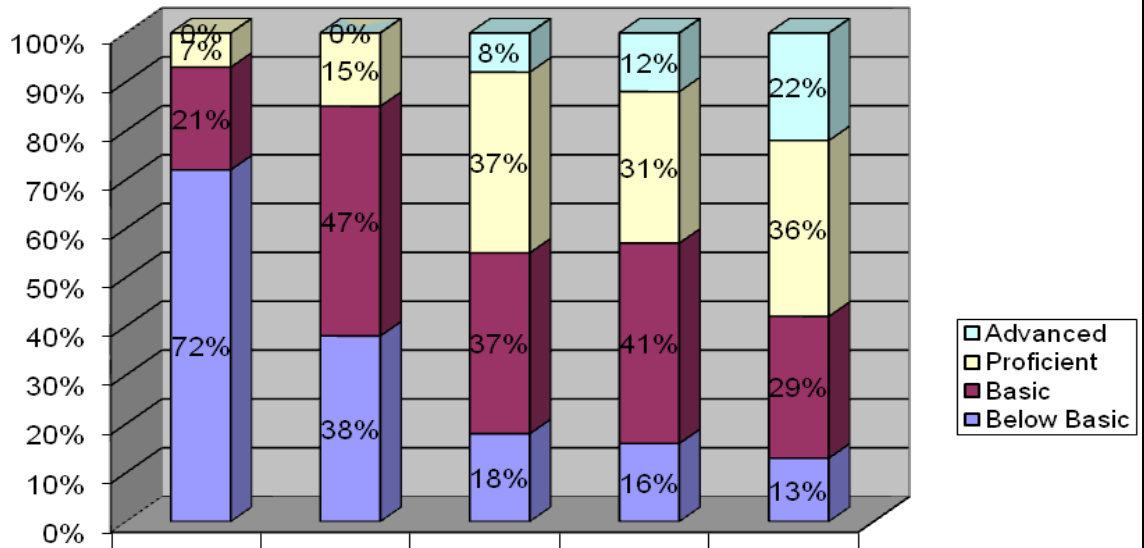


- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 8<sup>th</sup> Grade by special education/non-special education groups in the spring of 2006-2009.
- Scores for special education students increased in the upper two quartiles over the years. Non-special education students' scores remained steady in the lowest quartile, but decreased in the uppermost quartile, although there is a significant number of students scoring well in this category.

## Middle School Scholastic Reading Inventory

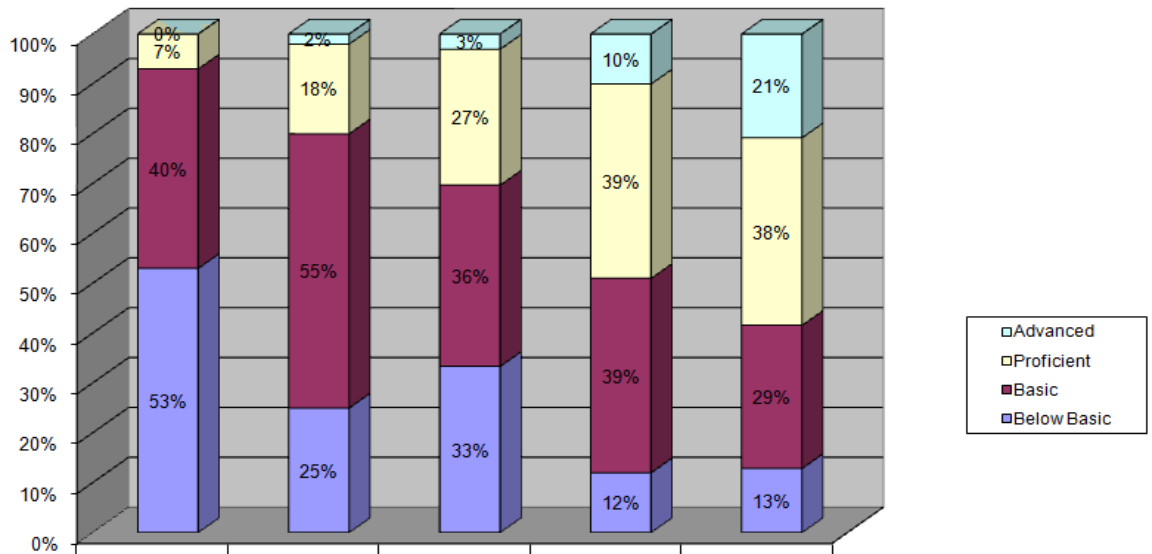


### 6th Grade SRI



	2005	2006	2007	2008	2009
Advanced	0%	0%	8%	12%	22%
Proficient	7%	15%	37%	31%	36%
Basic	21%	47%	37%	41%	29%
Below Basic	72%	38%	18%	16%	13%

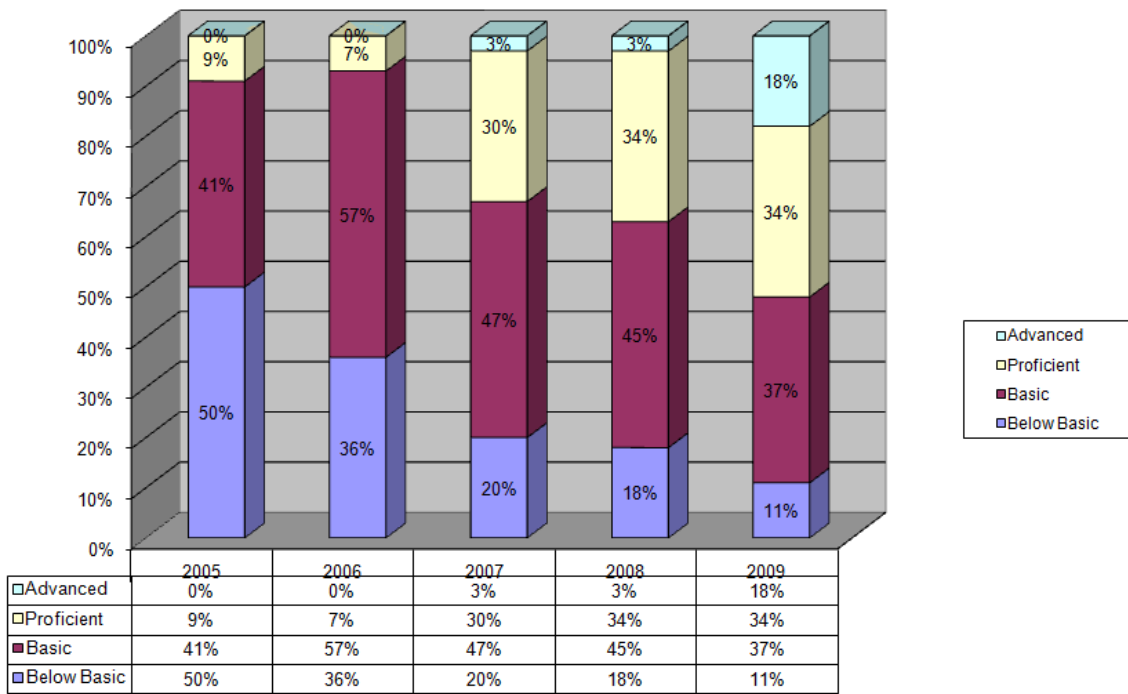
### 7th Grade SRI



	2005	2006	2007	2008	2009
Advanced	0%	2%	3%	10%	21%
Proficient	7%	18%	27%	39%	38%
Basic	40%	55%	36%	39%	29%
Below Basic	53%	25%	33%	12%	13%

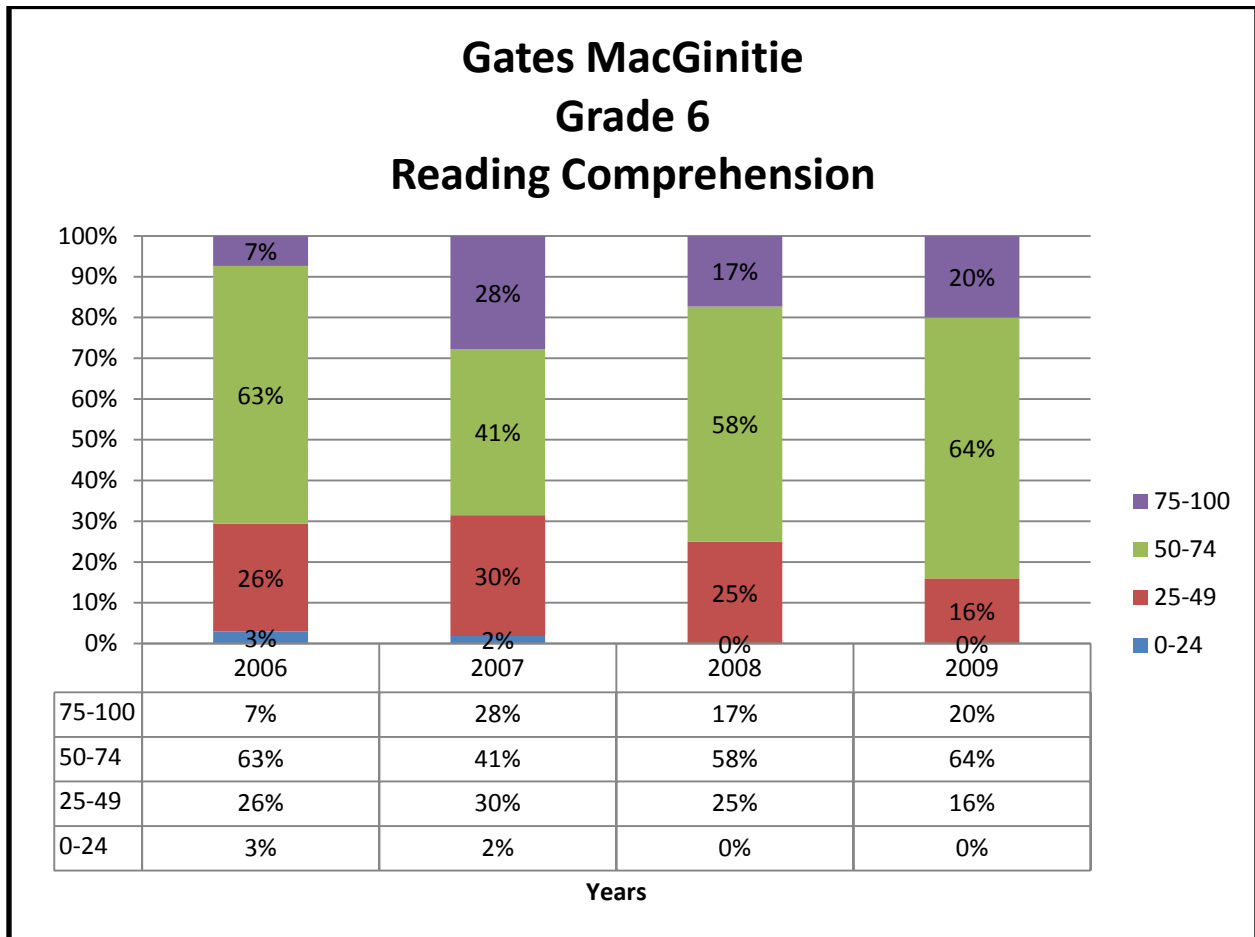
Years

**8th Grade SRI**



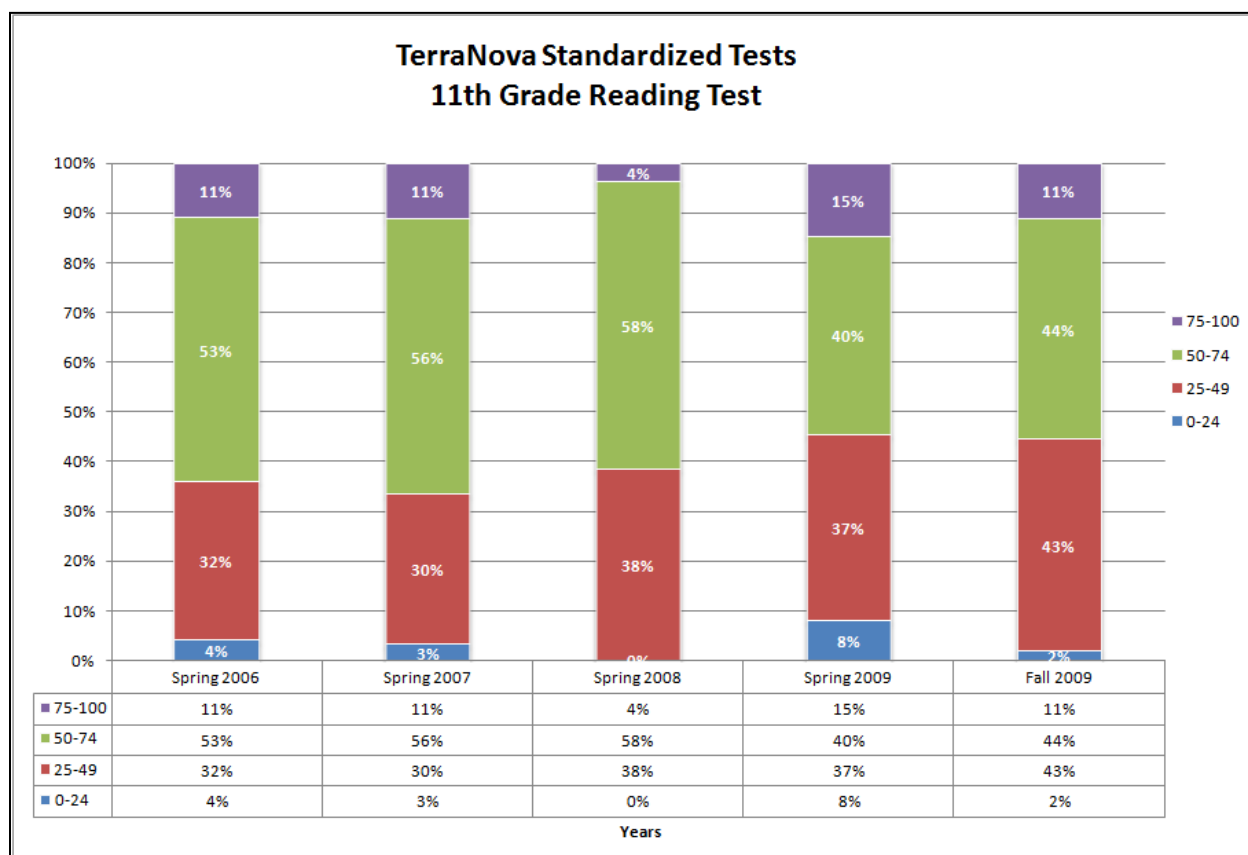
Years

## Middle School Gates MacGinitie



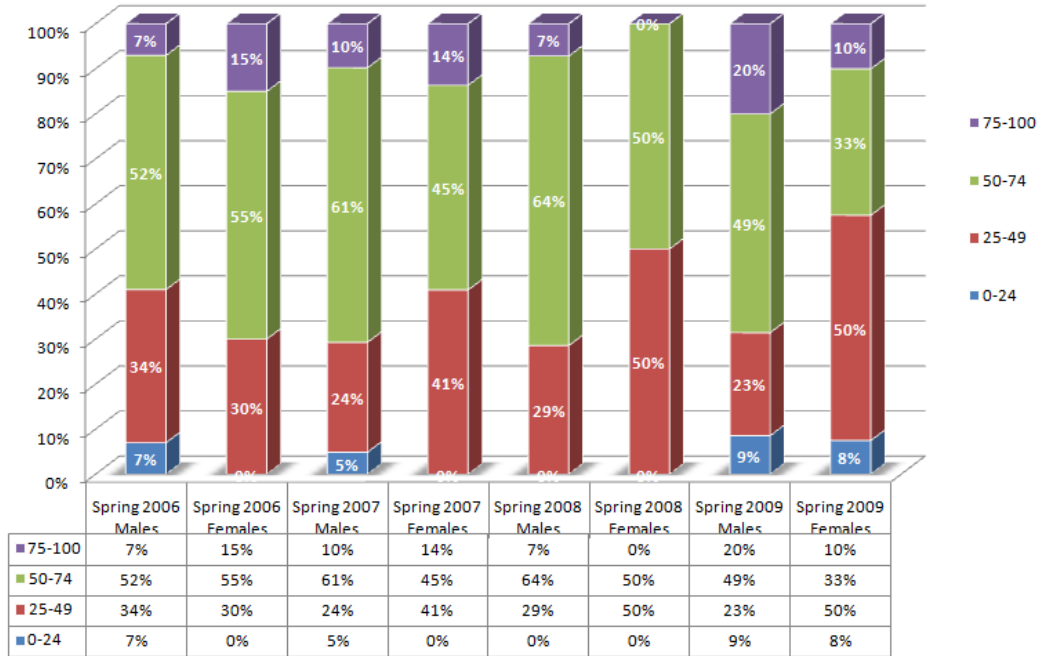
In the Middle School students move from room to room for subjects rather than being in a self-contained classroom. Therefore, the Gates-MacGinitie reading test is a valuable tool for sixth grade teachers, which is the only grade level in the Middle School where the test is administered. The test is scored so that in addition to a raw score the teachers can look at the grade equivalency in both vocabulary and comprehension. This allows social studies, science and math teachers to see where a student may struggle or be successful when the subject requires reading.

## High School TerraNova-Reading



- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 11<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009.
- Students scoring in the top two quartiles combined, and the bottom two quartiles combined, remained the same from the spring of 2009 to the fall of 2009.
- Scores reflect a need for continued emphasis in reading.

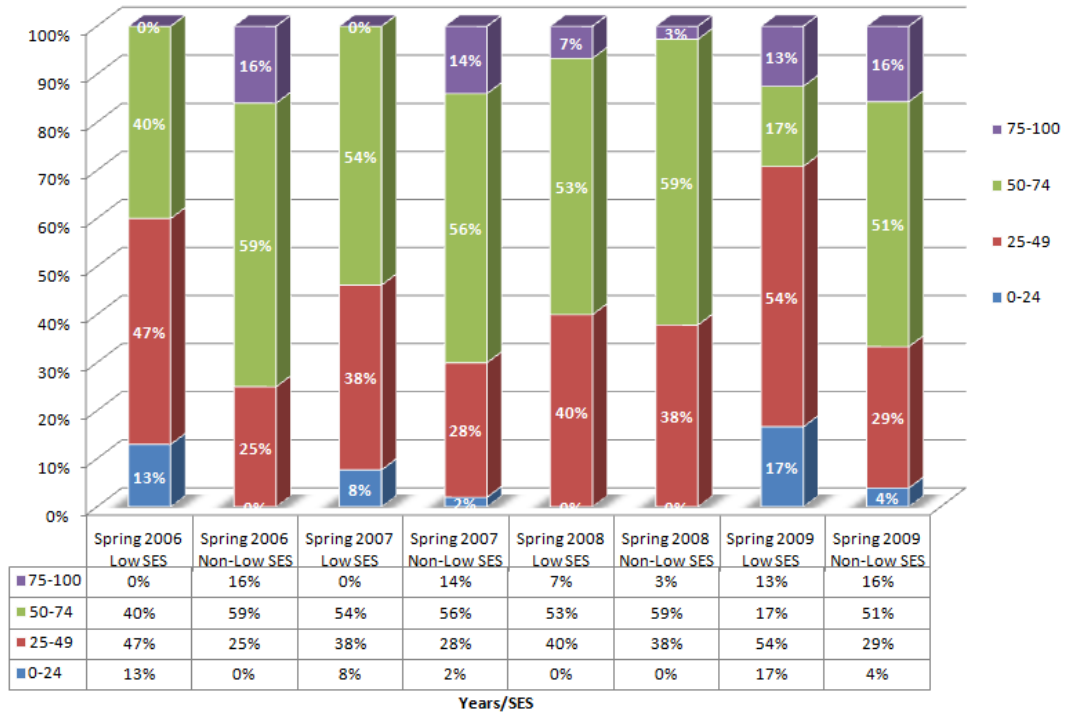
### TerraNova Standardized Tests 11th Grade Reading Test Gender



Years/Gender

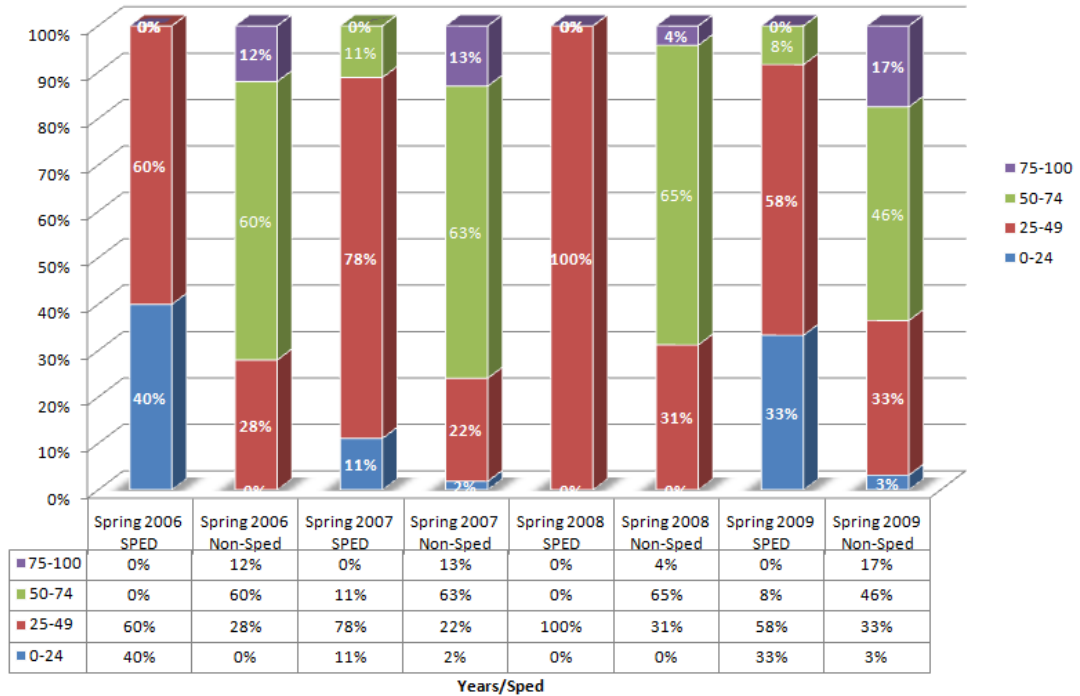
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 11<sup>th</sup> Grade by gender in the spring of 2006-2009.
- Male students increased their scores in the upper quartile.
- Females decreased in the upper quartile, but increased in the lowest quartiles.

**TerraNova Standardized Tests  
11th Grade Reading Test  
Socio-Economic Groups**



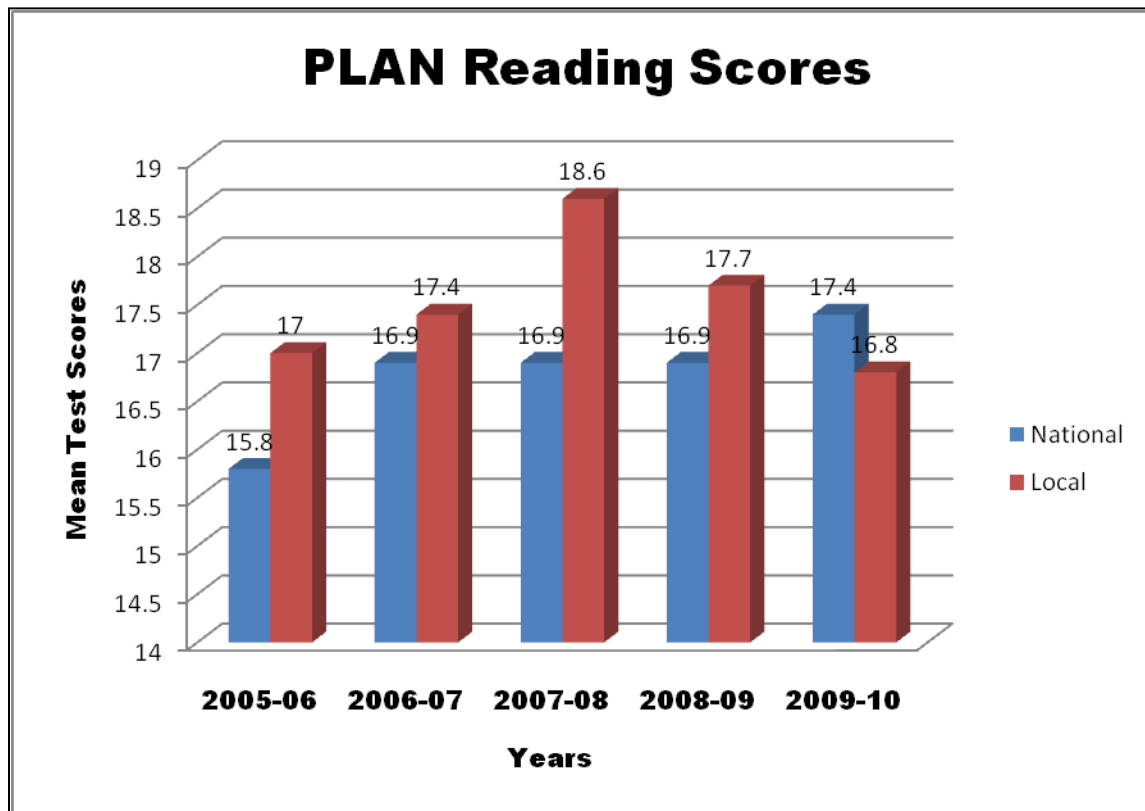
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 11<sup>th</sup> Grade by socio-economic groups in the spring of 2006-2009.
- Low socio-economic scores have significantly decreased in the upper quartiles the last two years.
- Non-low socio-economic scores in the upper quartile began strong, dropped in the third year, and then saw a significant rebound.

**TerraNova Standardized Tests  
11th Grade Reading Test  
Special Education/Non-Special Education**



- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Reading scores for 11<sup>th</sup> Grade by special education/non-special education groups in the spring of 2006-2009.
- Special education students' results do not show a consistent trend.
- The percentage of students in the non-special education group in the upper two quartiles show a slight downward trend.

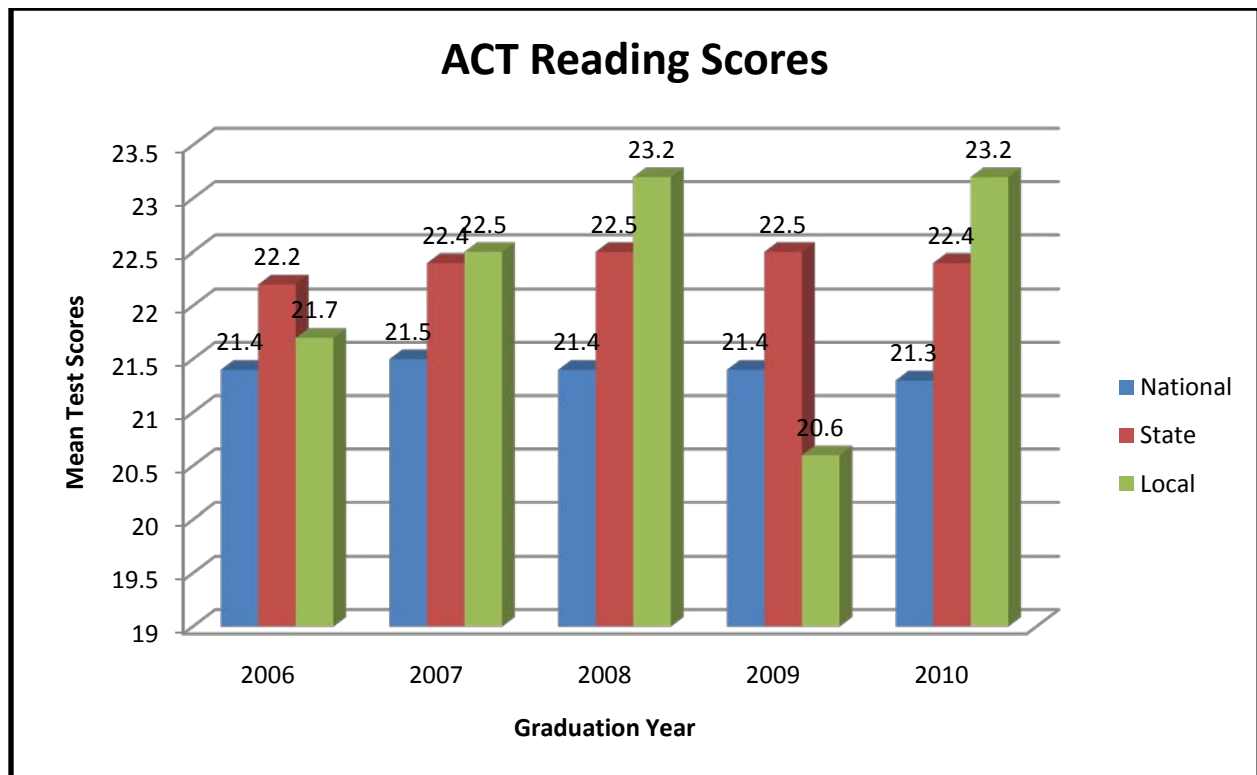
## The PLAN-Reading



The PLAN is an achievement test given to sophomores at Central City High School. The PLAN tests the academic areas of English, mathematics, reading, and science. The PLAN also includes an interest inventory, study skills check, high school information, and future planning sections.

The Plan information above compares the reading scores of the national group to the scores of our students in 10th grade. Results for the 2009-2010 school year show that students from Central City HS scored below the national average in reading, receiving a 16.8 score for Central City HS compared to a score of 17.4 for the national group. This normative data is based on our 10th grade students who took all four academic tests within standard time limits.

## The ACT



Of the states with at least 70 percent of their students tested on the ACT college entrance exam, Nebraska is ranked #1 nationally. The ACT Assessment is designed to assess high school students' general educational development and their ability to complete college-level work.

According to the scores listed above, CCHS classes typically score above the state and national averages in Reading. According to the chart above, students from the Class of 2010 received a score of 21.3 nationally, 22.4 in Nebraska, and 23.2 at Central City HS.

# MATH SCHOOL IMPROVEMENT ACTION PLAN

## MATH---K-12 CENTRAL CITY PUBLIC SCHOOLS

Student Performance Goal: <b>Students will improve math skills to solve problems appropriate to grade level in all curriculum areas.</b>					
Support Data (used to select goal)		Standardized Assessments		Local Assessments	
<ol style="list-style-type: none"> <li>1. TerraNova test (gr. 4-8-11)</li> <li>2. ACT scores (gr. 11-12)</li> <li>3. Teacher recommendations</li> <li>4. STARS Math Standards (gr. 4-8-11)</li> <li>5. Teacher Surveys</li> <li>6. PLAN (gr. 10)</li> <li>7. Climate surveys</li> <li>8. Accelerated Math (gr. 5-12)</li> </ol>		<ol style="list-style-type: none"> <li>1. TerraNova (gr. 4-8-11)</li> <li>2. ACT scores (gr. 11-12)</li> <li>3. PLAN (gr. 10)</li> </ol>		<ol style="list-style-type: none"> <li>1. Criteria Referenced—locally developed assessments (gr. 4-8-11)</li> <li>2. Textbook supplemental tests</li> <li>3. Accelerated Math tests</li> </ol>	
Intervention (Strategy): <b>Students will demonstrate and perform computations with paper and pencil and/or technology.</b>				<b>Research Supporting This Intervention</b>	
Activities to Implement the Intervention (Strategy)	Person(s) Accountable	Timeline		Resources	Staff Development Outcome
		Beg	End		
<ul style="list-style-type: none"> <li>• Use of uniform terminology</li> <li>• Daily Computation practice---<u>Otter Creek Master Math</u> for facts (K-4)</li> <li>• Daily/weekly math review (1-4 <u>Daily Math Practice</u> and 5-8 review from their textbook)</li> <li>• Daily/weekly review (K-12)</li> <li>• Accelerated Math program (5-12)</li> </ul>	Math Committee	April 2002	January 2003 and ongoing	<u>Handbooks—Math on Call</u> (gr. 1-12)	<ul style="list-style-type: none"> <li>• Workshops and inservice training provided for new teachers</li> <li>• Staff development time for teachers to work together</li> <li>• Uniform terminology was shared with all K-12 staff</li> <li>• Posters and charts pertaining to uniform terms and concepts were placed in classrooms</li> </ul>
	Regular Ed and Resource Teachers	April 2002	January 2003 and ongoing	Textbooks	
	Administration-Elementary, Middle School and High School Principals	August 2002	January 2005 and ongoing	K-12 teachers <u>Otter Creek Mastery Math</u>	
		August 2002 August 2005	January 2005 and ongoing Ongoing	<u>Daily Math Practice</u> Accelerated Math Program	

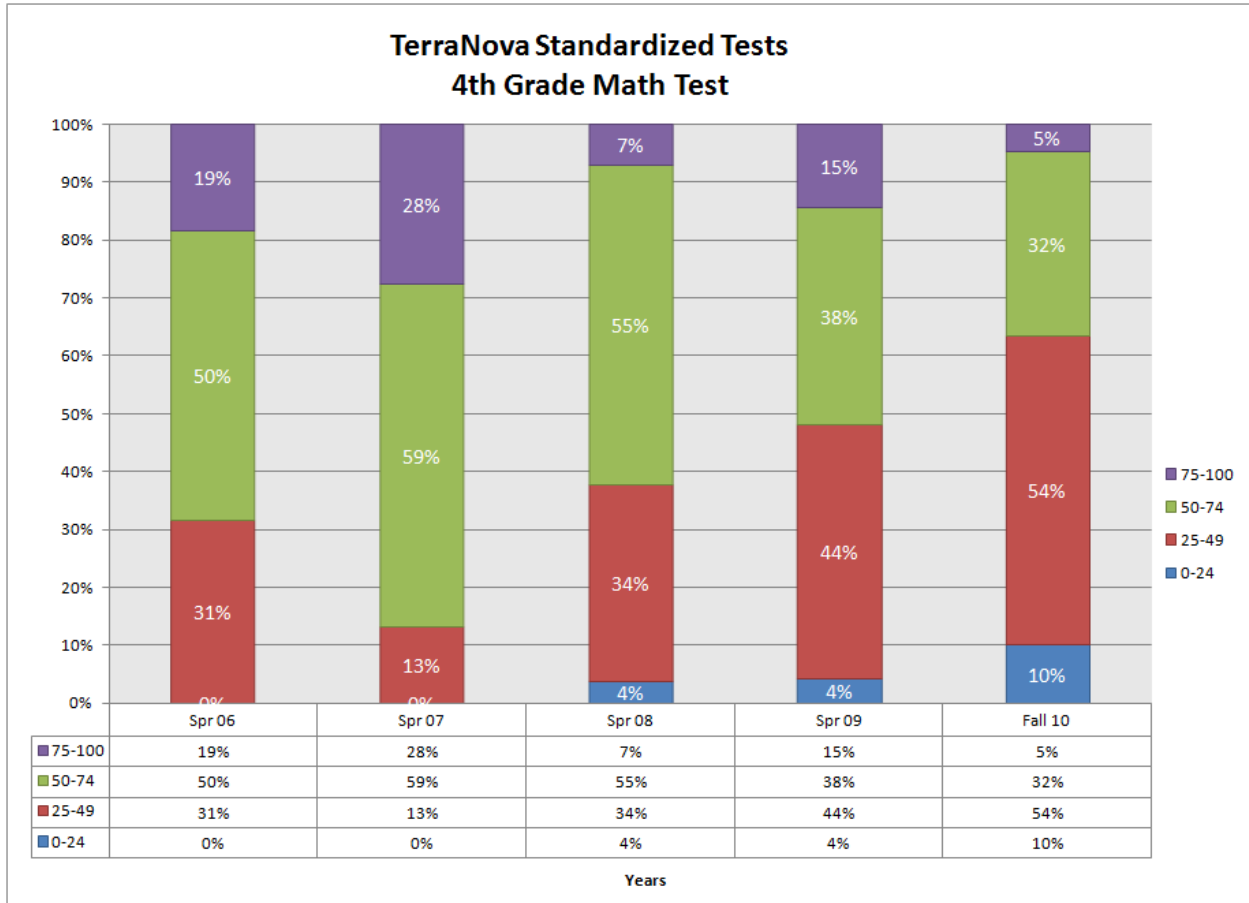
## Math Target Area Goal

Math has been a goal of ours for the past two cycles. Our most recent focus was more on simply maintaining some of the programs we implemented in the previous cycle, such as Otter Creek Mastery Math, Daily Math Practice, and the Accelerated Math Program. Accelerated Math is a task-level learning information system designed to ensure success for all students regardless of their ability. It gives educators timely and accurate information on student academic performance which can be used to adjust instruction to help all students reach their greatest potential. Students in grades 5-8 used this program, as well as some of the math classes at the high school. Activities that are part of this and other math programs include:

- Uniform terminology
- Daily and weekly review
- Daily and weekly word problems
- Diagnostic testing
- Math handbooks

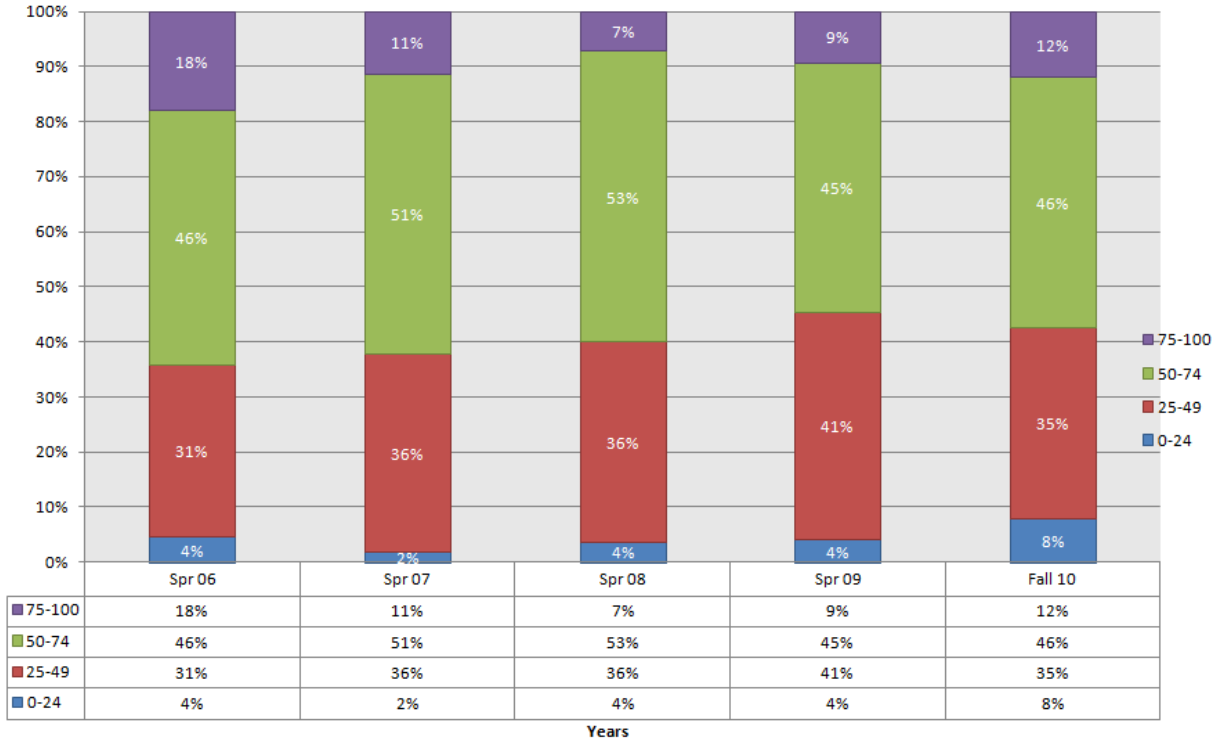
These programs were continued, but with so much time, effort, and emphasis put on our reading goal, the math focus was not as strongly implemented. We've come to the conclusion that it is very difficult to be engaged in two target area goals. Our staff will look at the data for math again, and reconsider math as a single goal in our next cycle.

## TerraNova-Math



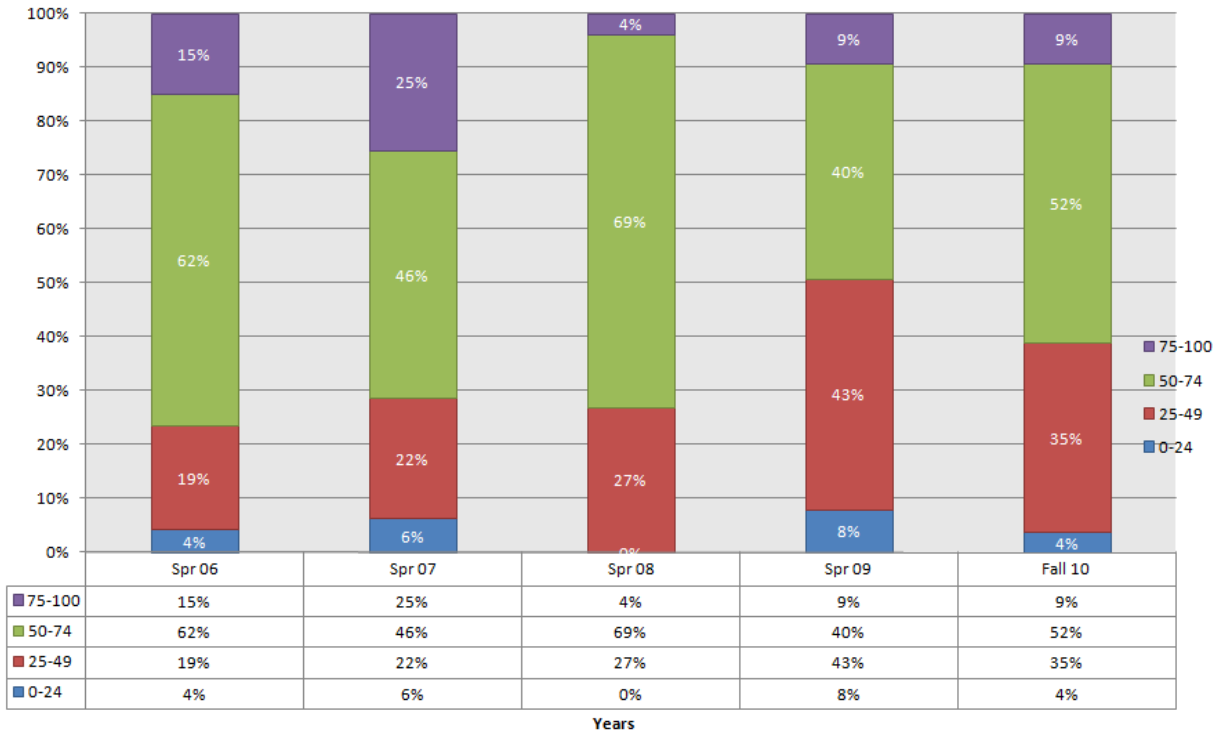
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 4<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009. The last column should read Fall 09.
- Overall, the scores show a need to emphasize math.
- The percentage of students in the top two quartiles has dropped significantly over the past four years.

### TerraNova Standardized Tests 8th Grade Math Test



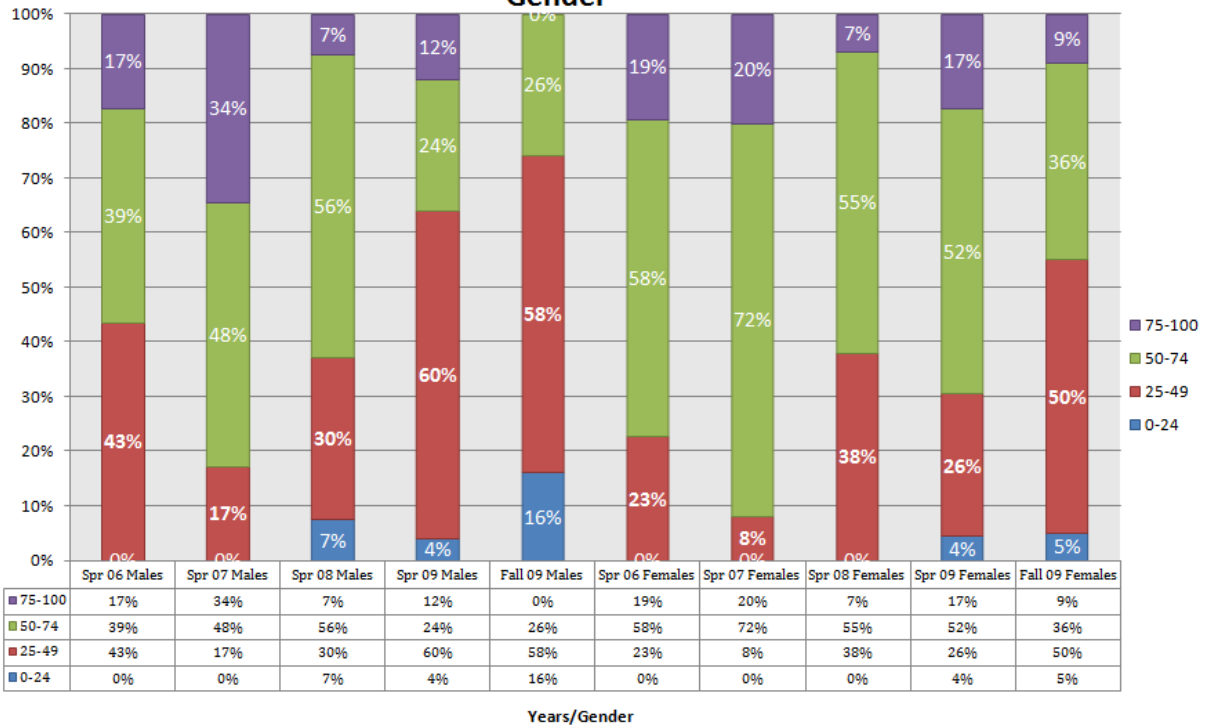
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 8<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009. The last column should read Fall 09.
- Scores reflect consistent performance in math, with the top two quartiles performing at 54% and above.
- The lowest quartile continually has a low percentage of students.

### TerraNova Standardized Tests 11th Grade Math Test



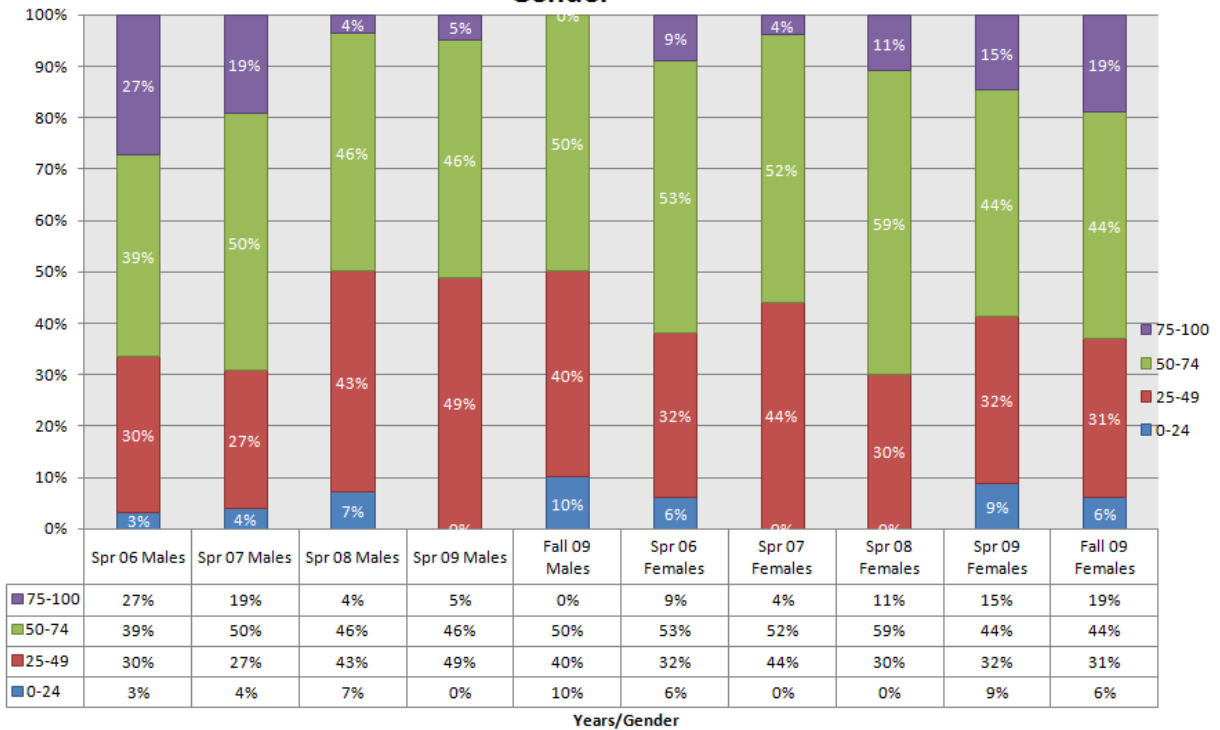
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 11<sup>th</sup> grade in the spring of 2006-2009 and the fall of 2009. The last column should read Fall 09.
- After a significant decrease in 2009, fall testing showed tremendous gains in the upper two quartiles.

**TerraNova Standardized Tests  
4th Grade Math Test  
Gender**



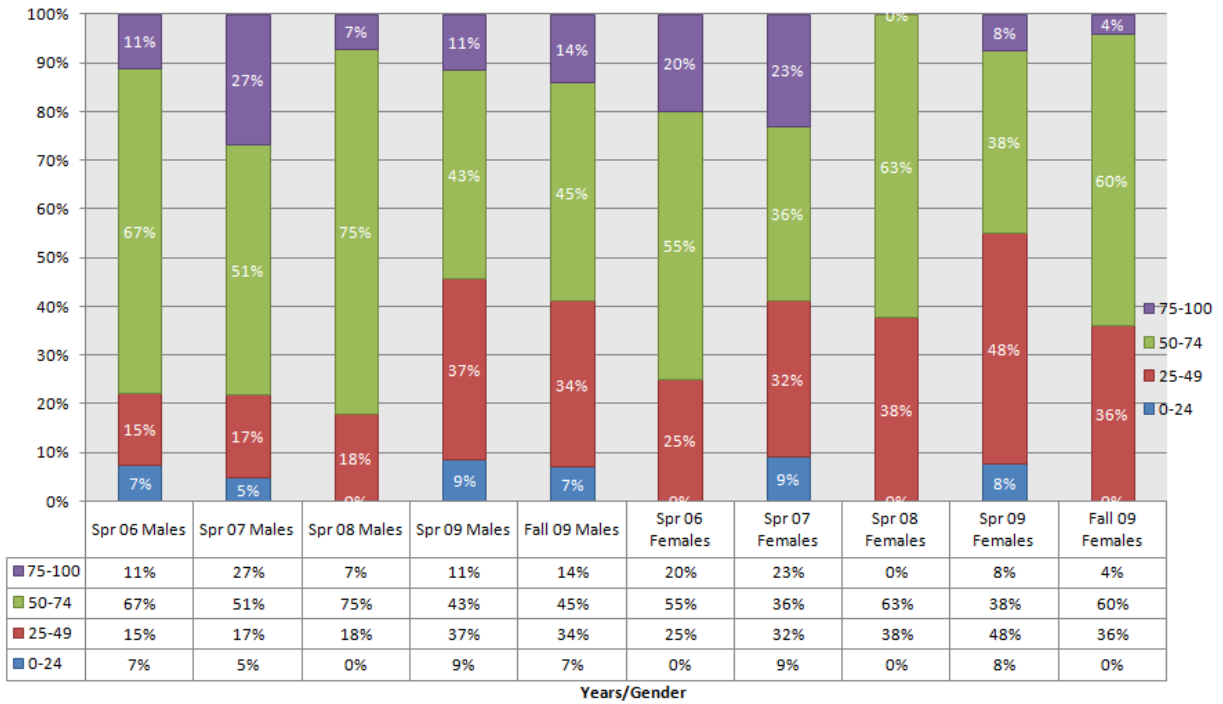
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 4<sup>th</sup> grade by gender in the spring of 2006-2009 and the fall of 2009.
- Scores for males show a need for continued emphasis in math.
- Scores for females have been inconsistent. There needs to be further emphasis in math.

### TerraNova Standardized Tests 8th Grade Math Test Gender



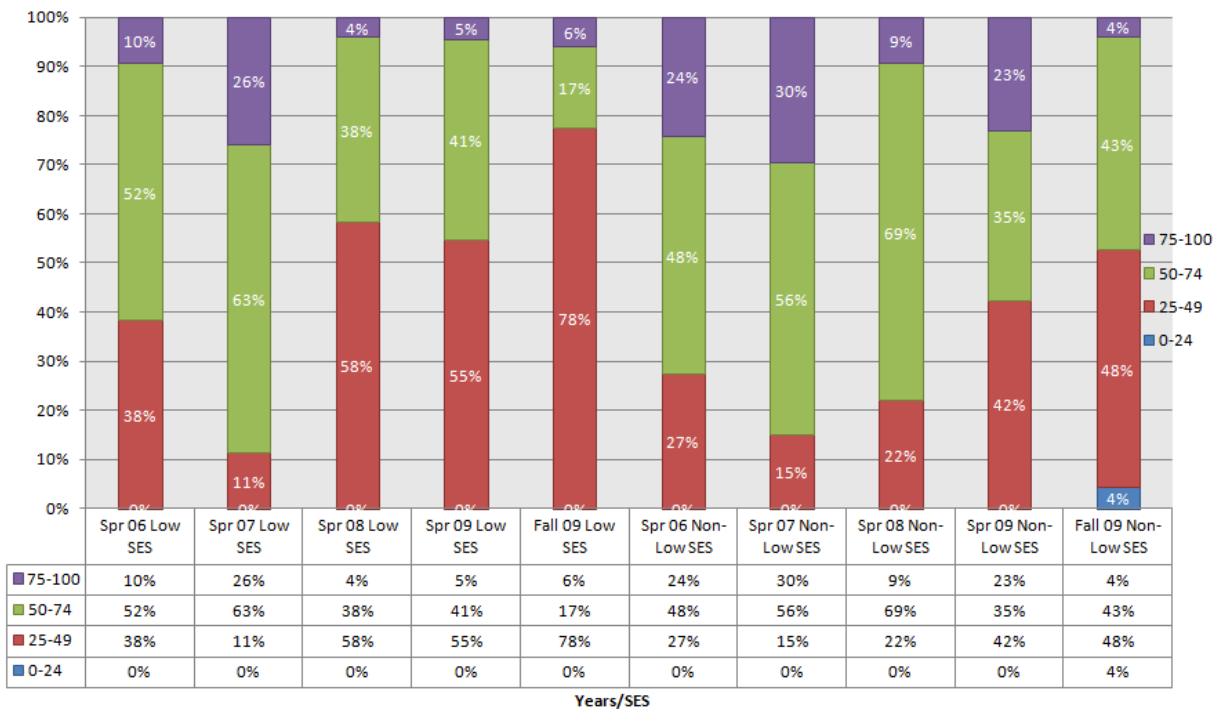
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 8<sup>th</sup> grade by gender in the spring of 2006-2009 and the fall of 2009.
- Scores reflect a need for continued emphasis on math for both genders.

**TerraNova Standardized Tests  
11th Grade Math Test  
Gender**



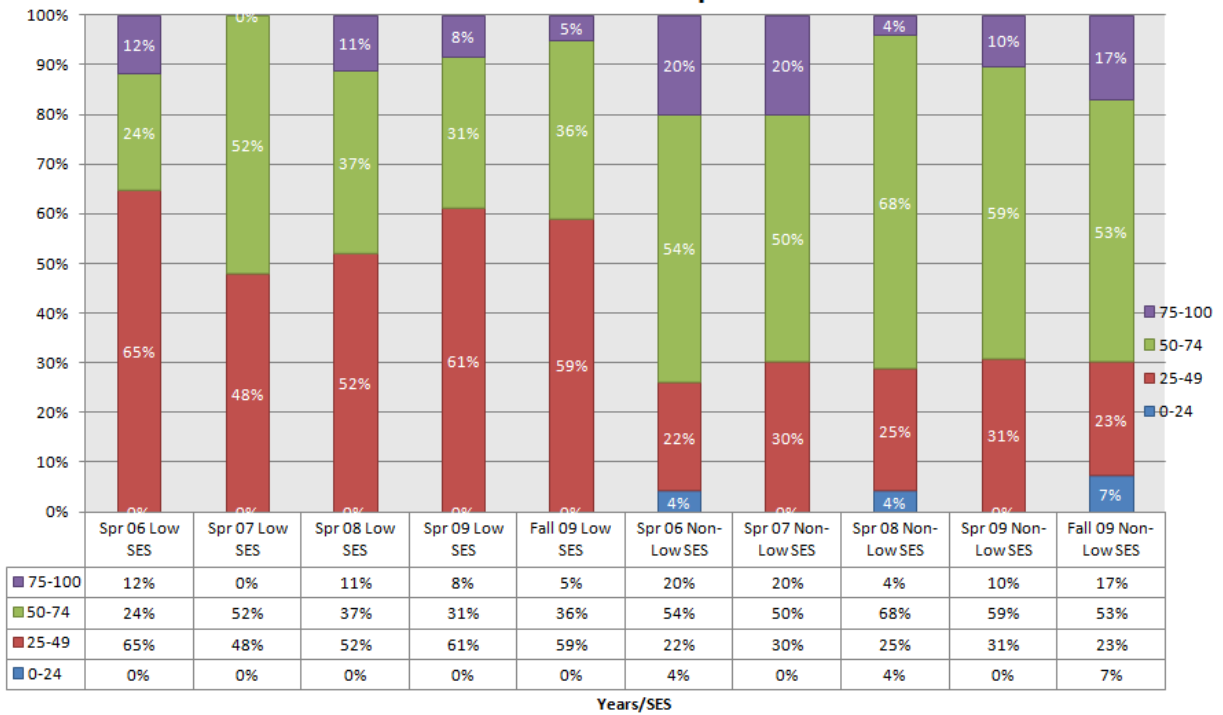
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 8<sup>th</sup> grade by gender in the spring of 2006-2009 and the fall of 2009.
- Scores reflect a continued need for emphasis in math for both genders.

### TerraNova Standardized Tests 4th Grade Math Test Socio-Economic Groups



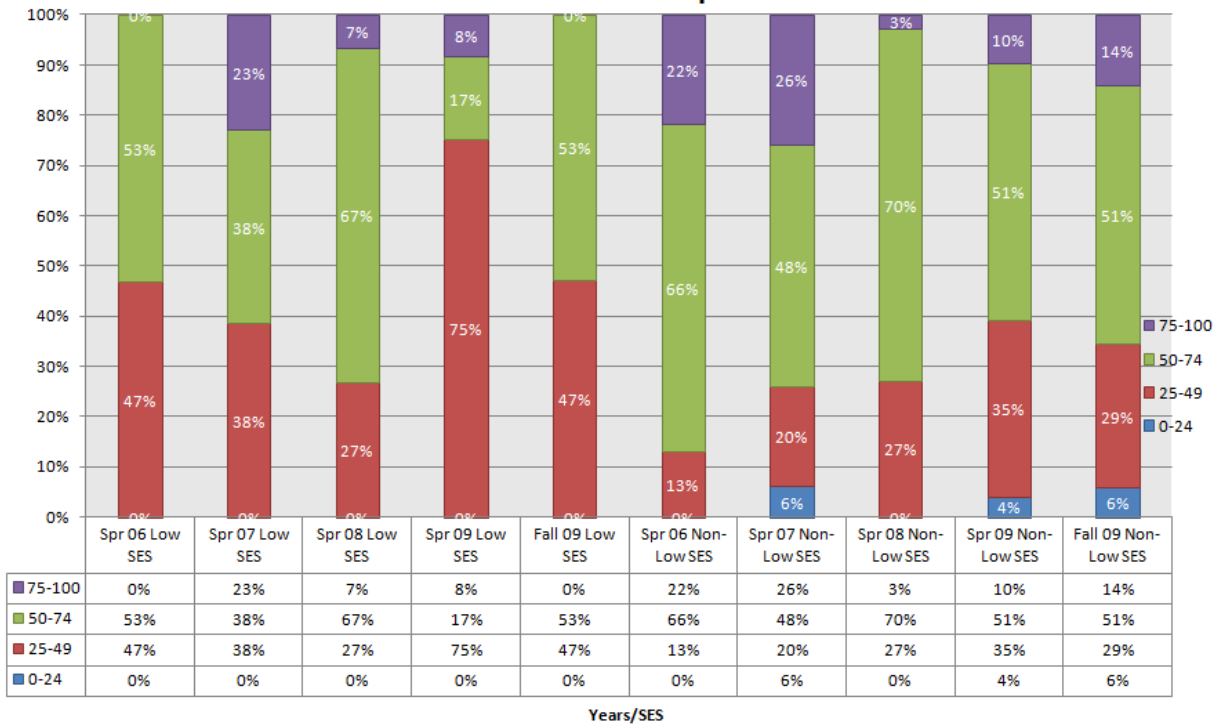
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 4<sup>th</sup> grade by socio-economic groups in the spring of 2006-2009 and the fall of 2009.
- The percentage of students in the top two quartiles has dropped significantly over the past four years in both the low socio-economic groups and non-low socio-economic groups.
- A possible explanation for this could be the strong emphasis on reading, resulting in lower scores in math.

**TerraNova Standardized Tests  
8th Grade Math Test  
Socio-Economic Groups**



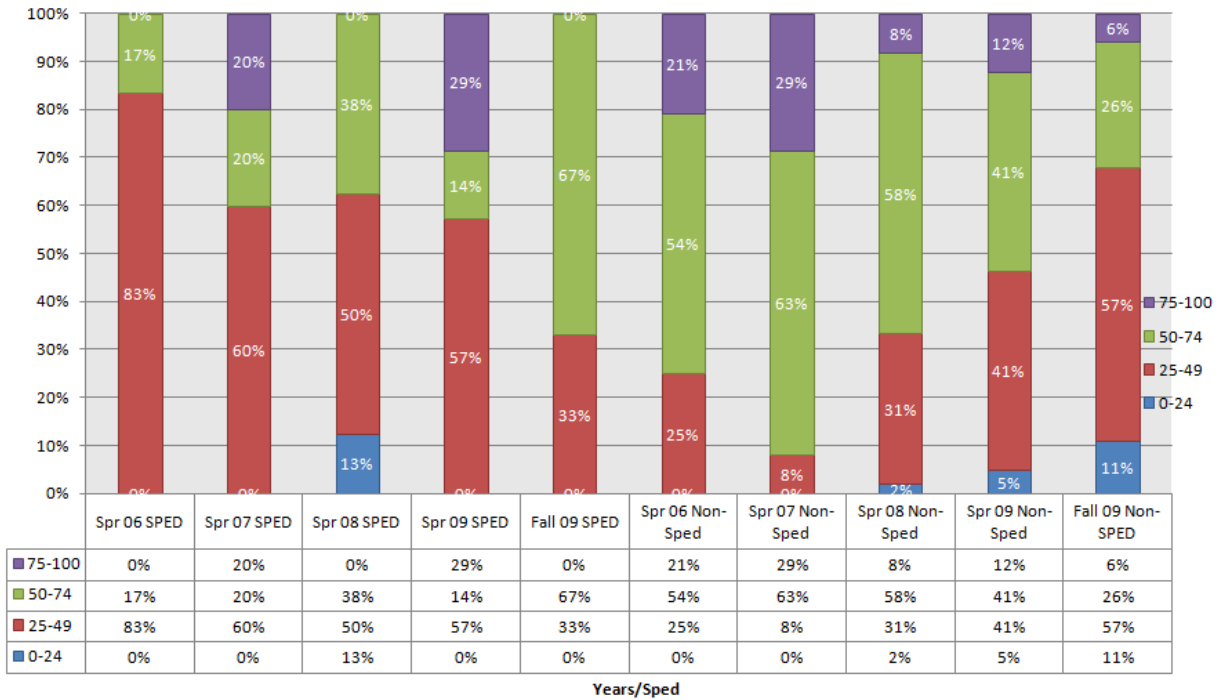
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 8<sup>th</sup> grade by socio-economic groups in the spring of 2006-2009 and the fall of 2009.
- Scores are grouped by low socio-economic and non-low socio-economic groups in order to more easily compare.
- Non-low socio-economic scores show significantly higher scores.

**TerraNova Standardized Tests  
11th Grade Math Test  
Socio-Economic Groups**



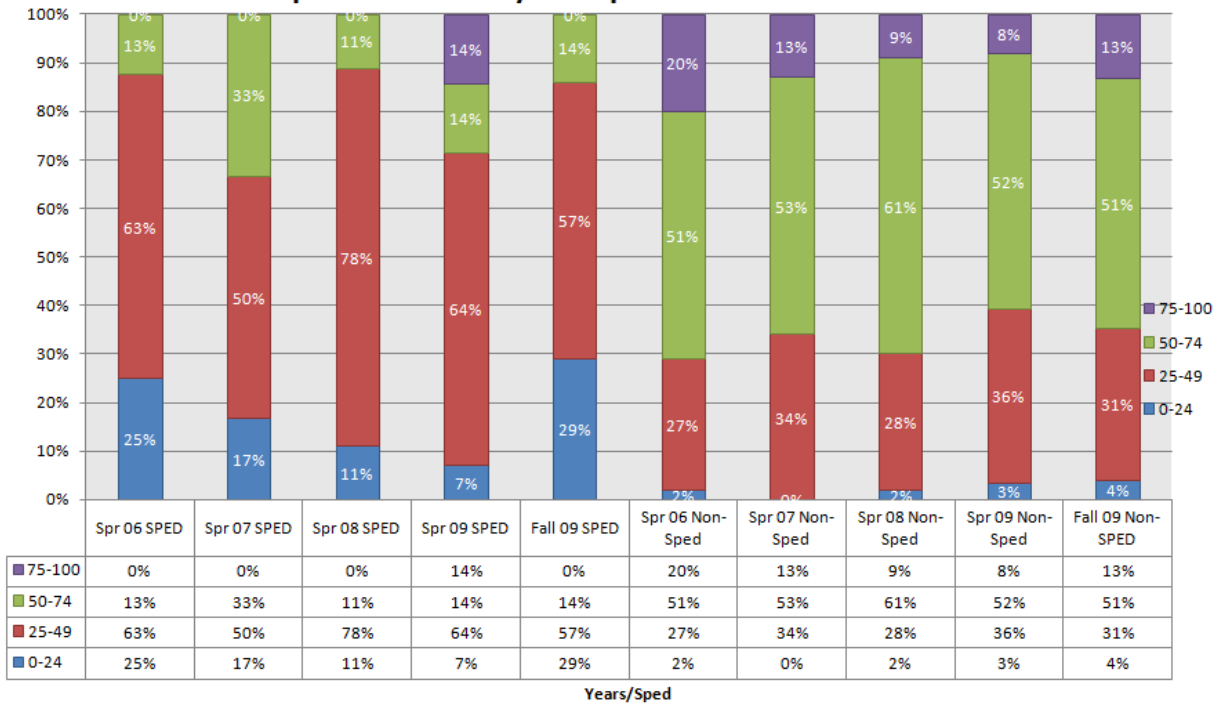
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 11<sup>th</sup> grade by socio-economic groups in the spring of 2006-2009 and the fall of 2009.
- The low socio-economic results don't show a consistent trend, although in the fall of 2009, 53% scored in the top two quartiles.
- In the non-low socio-economic group, there was a consistent increase of students in the upper two quartiles, with a slight drop in the fall of 2009.

**TerraNova Standardized Tests  
4th Grade Math Test  
Special Education/Non-Special Education**



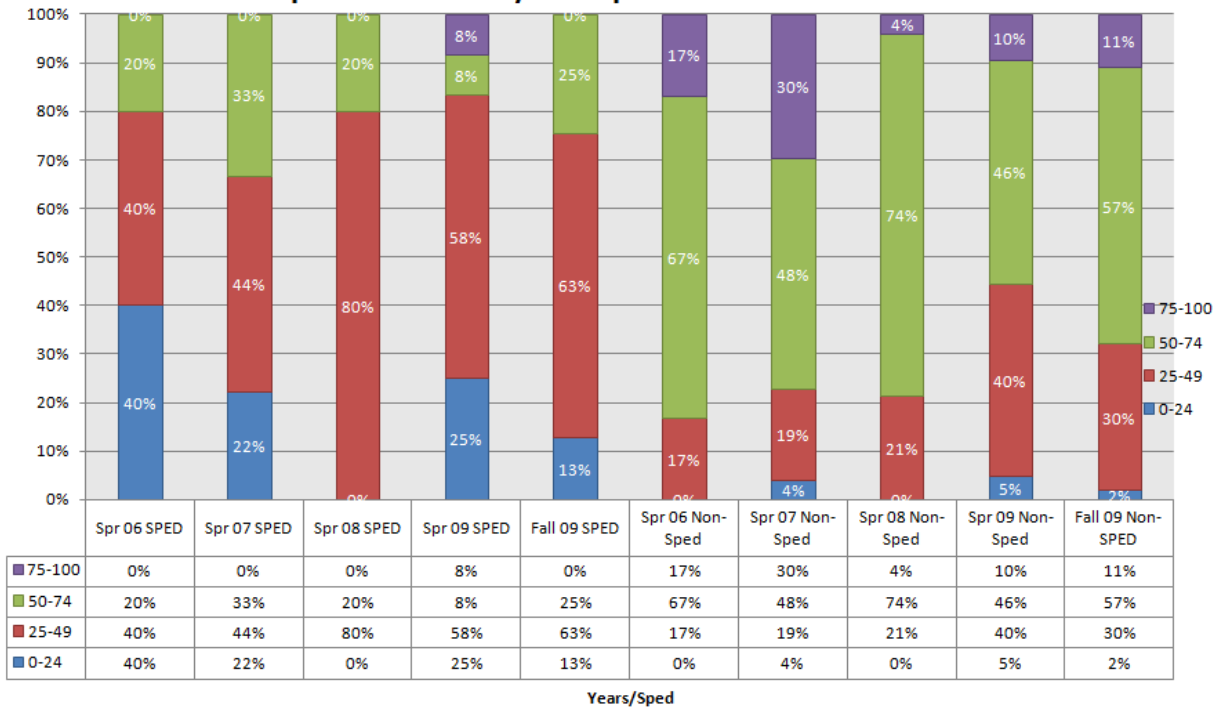
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 4<sup>th</sup> grade by special education and non-special education groups in the spring of 2006-2009 and the fall of 2009.
- The scores for the special education group showed a significant increase.
- Scores for the non-special education group show a need for continued emphasis in math.

**TerraNova Standardized Tests  
8th Grade Math Test  
Special Education/Non Special Education**



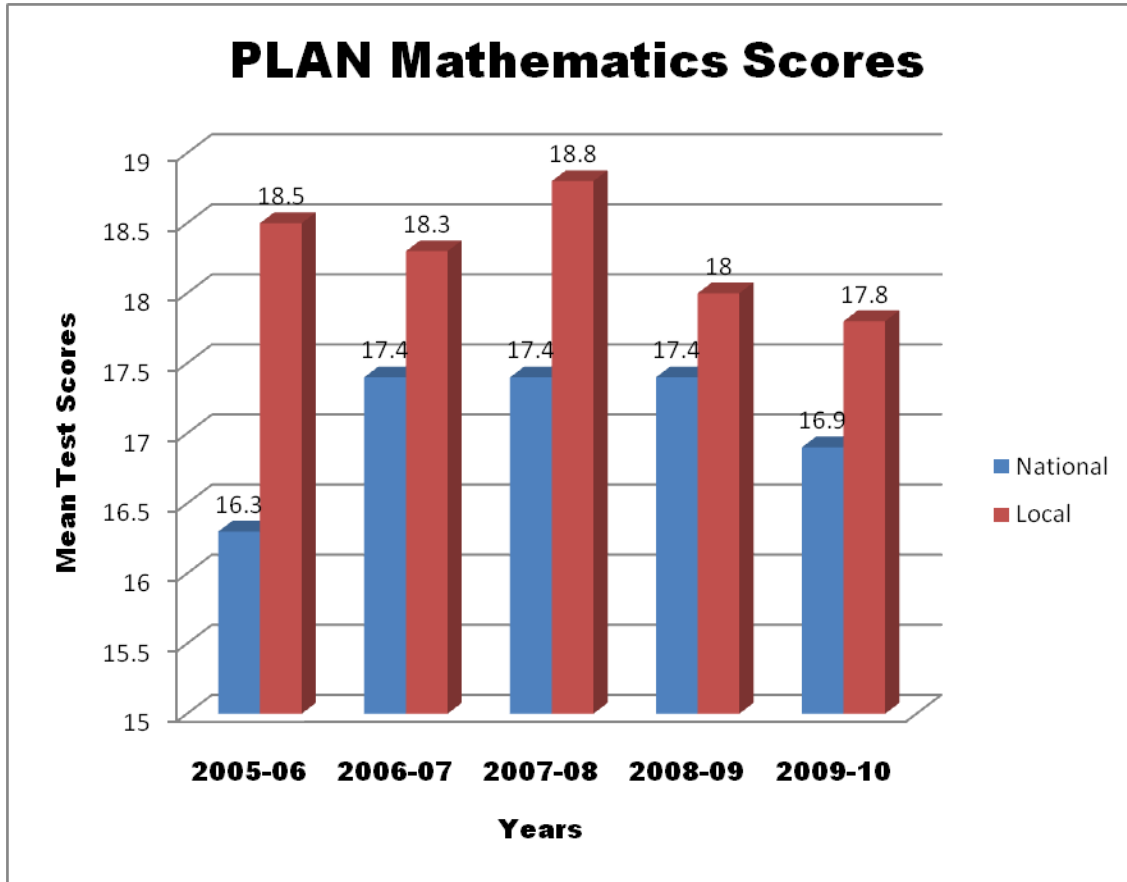
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 8<sup>th</sup> grade by special education and non-special education groups in the spring of 2006-2009 and the fall of 2009.
- For the special education group, the first four years showed a decrease in the lowest quartile, until the fall of 2009, when an increase in the lowest quartile occurred, and a drop in the highest quartile.
- Scores for the non-special education students have remained fairly consistent.

**TerraNova Standardized Tests  
11th Grade Math Test  
Special Education/Non-Special Education**



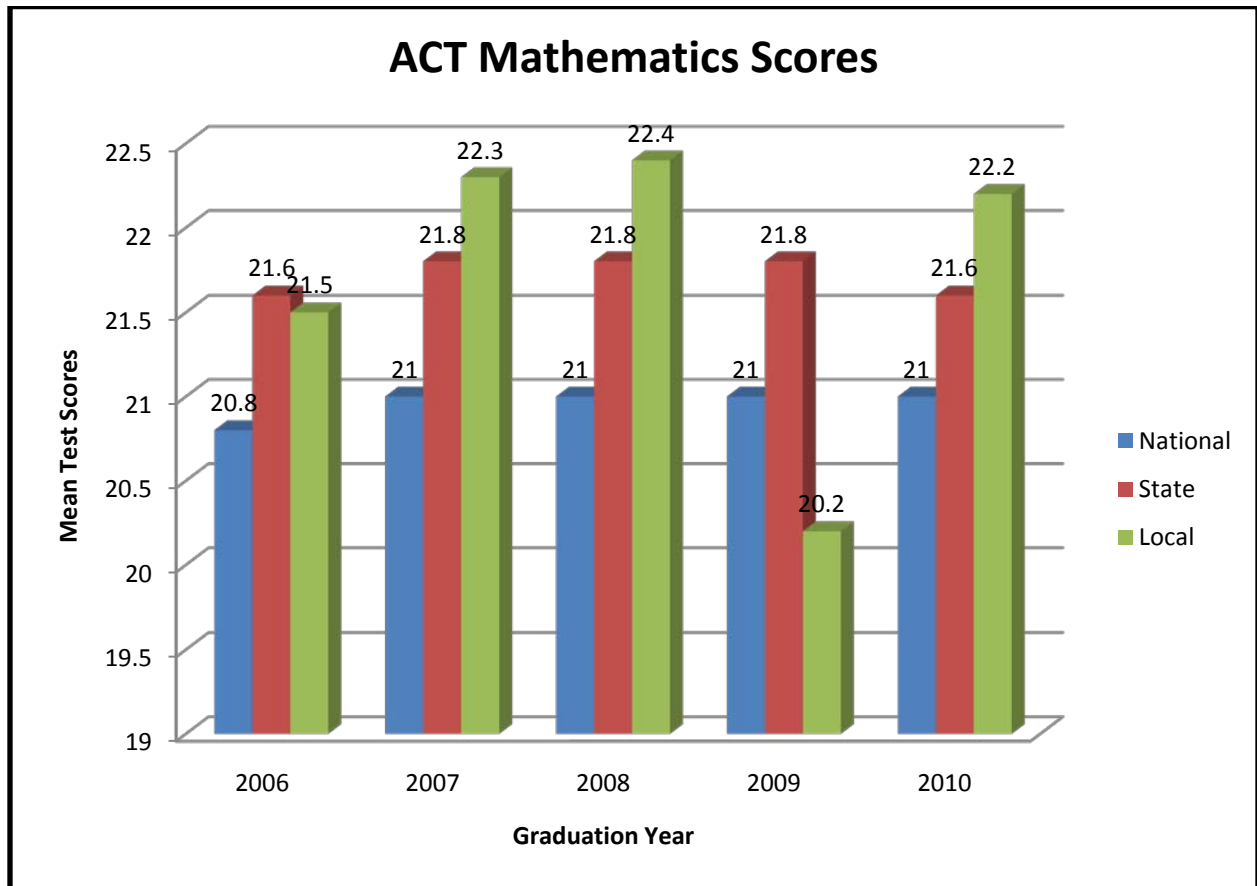
- Beginning in the spring of 2009, students took a new version of the TerraNova test. Those same tests were moved to a new testing time the following year to the fall.
- Data shows the breakdown by quartiles of TerraNova NCE Math scores for 11<sup>th</sup> grade by special education and non-special education groups in the spring of 2006-2009 and the fall of 2009.
- Both groups showed a favorable trend until the spring of 2009. In the fall of 2009, both groups showed improvement. The special education students made more significant gains.

## The PLAN-Math



The Plan information above compares the mathematics scores of the national group to the scores of our students in 10th grade. Results for the 2009-2010 school year show that students from Central City HS scored above the national average in mathematics, receiving a 17.8 score for Central City HS compared to a score of 16.9 for the national group. This normative data is based on our 10th grade students who took all four academic tests within standard time limits.

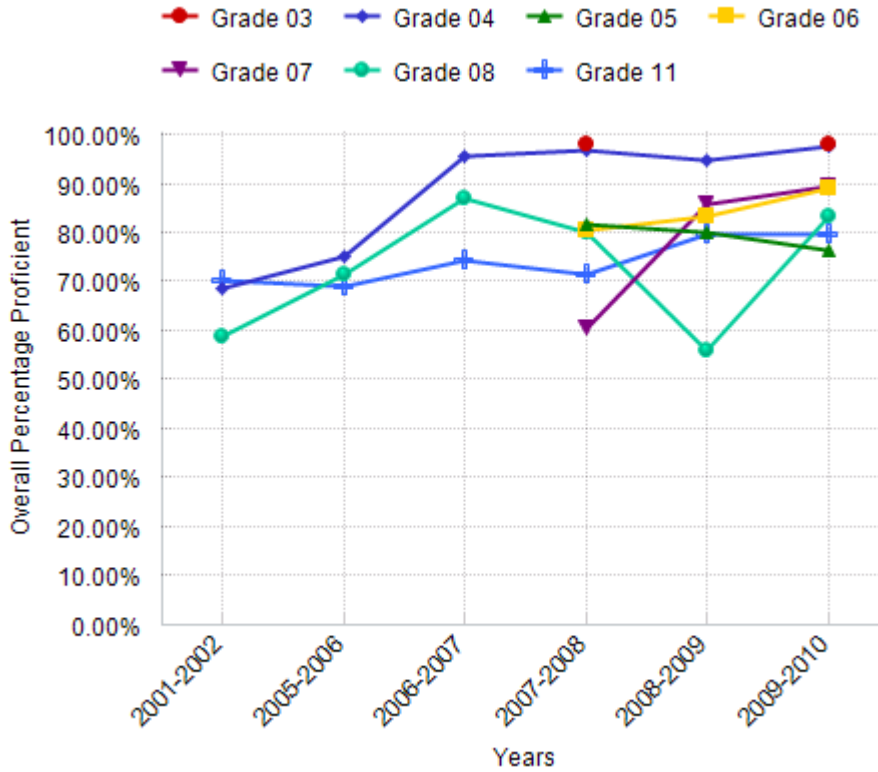
## ACT-Math



According to the scores listed, CCHS classes typically score above the state and national averages in Mathematics. According to the chart above, students from the Class of 2010 received a Mathematics Score of 21 nationally, 21.6 in Nebraska, and 22.2 at Central City HS.

## Assessment of State Mathematics Standards

### All Students



Overall Performance Percentages for All Students Meeting or Exceeding Standards							
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	68.51%	N / A	N / A	N / A	58.64%	70.16%
2005-2006	N / A	75.03%	N / A	N / A	N / A	71.53%	69.14%
2006-2007	N / A	95.49%	N / A	N / A	N / A	86.99%	74.25%
*2007-2008	98.08%	96.77%	81.82%	80.36%	60.49%	80.00%	71.43%
2008-2009	*	94.55%	80.00%	83.33%	85.71%	56.10%	79.71%
2009-2010	98.08%	97.56%	76.47%	89.09%	89.47%	83.33%	79.63%
<b>% of Change</b>	<b>0.00%</b>	<b>↑29.05%</b>	<b>↓5.35%</b>	<b>↑8.73%</b>	<b>↑28.98%</b>	<b>↑24.69%</b>	<b>↑9.47%</b>

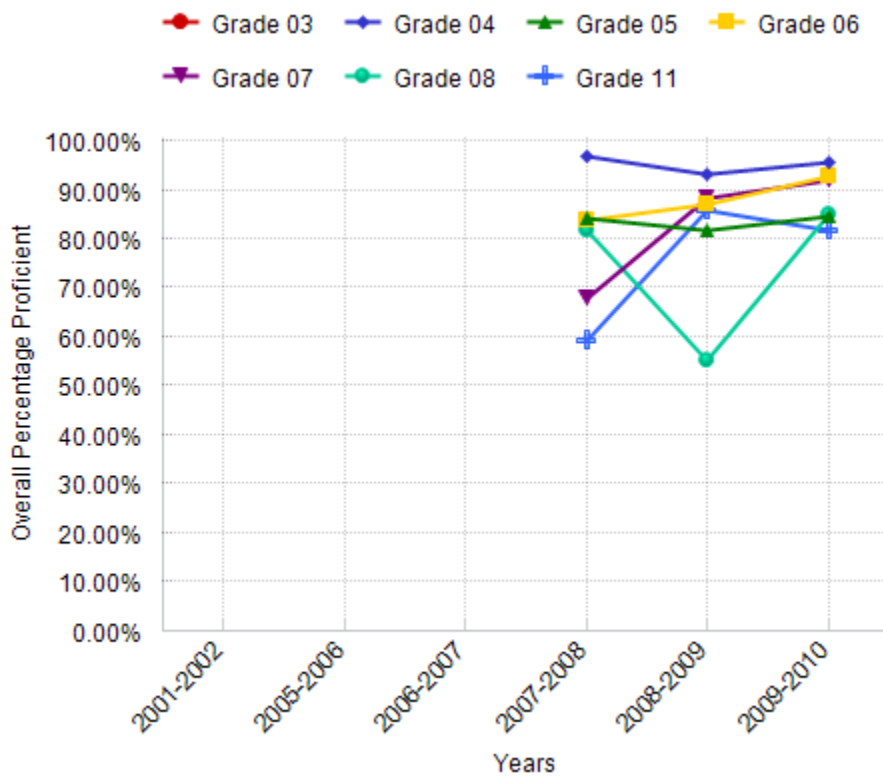
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- \* Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Assessment of State Mathematics Standards Gender: Females



### Overall Performance Percentages for Gender: Females Meeting or Exceeding Standards

Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2005-2006	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2006-2007	N / A	N / A	N / A	N / A	N / A	N / A	N / A
*2007-2008	★	96.88%	84.00%	83.87%	67.57%	81.48%	59.26%
2008-2009	★	92.86%	81.48%	86.96%	88.24%	55.26%	85.71%
2009-2010	★	95.45%	84.62%	92.59%	92.00%	84.85%	81.48%
<b>% of Change</b>	<b>0.00%</b>	<b>↓1.43%</b>	<b>↑0.62%</b>	<b>↑8.72%</b>	<b>↑24.43%</b>	<b>↑3.37%</b>	<b>↑22.22%</b>

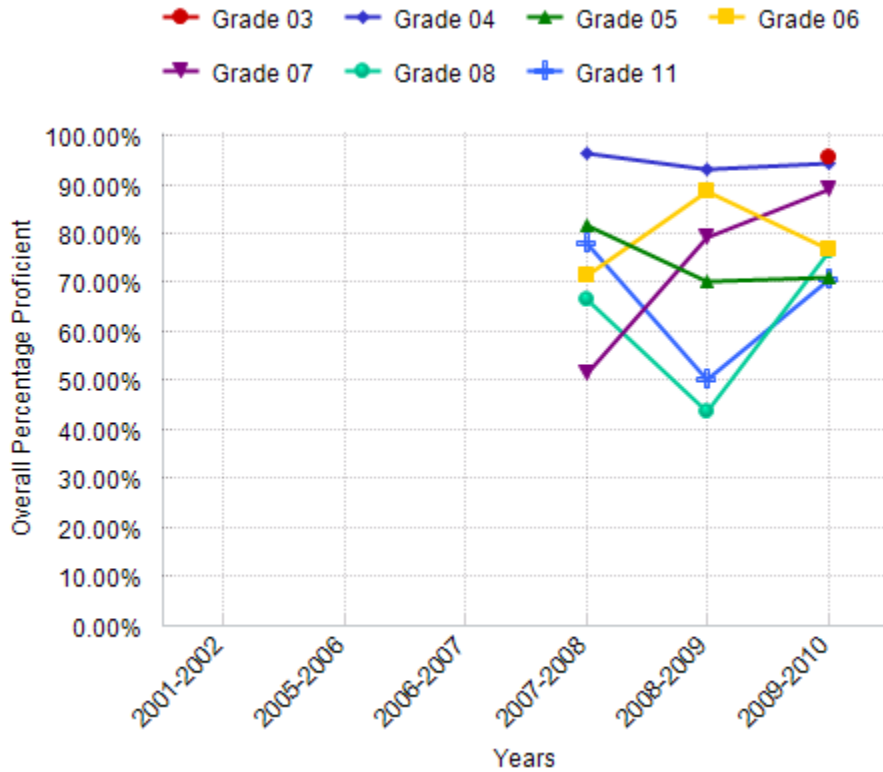
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- ★ Data has been masked to protect the identity of students using one the following criteria:
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  - 2) All students were reported in a single performance category.

## Assessment of State Mathematics Standards Free/Reduced Priced Meals



Overall Performance Percentages for Free/Reduced Priced Meals Meeting or Exceeding Standards							
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2005-2006	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2006-2007	N / A	N / A	N / A	N / A	N / A	N / A	N / A
*2007-2008	★	96.43%	81.48%	71.43%	51.52%	66.67%	77.78%
2008-2009	★	93.10%	70.37%	88.46%	79.17%	43.59%	50.00%
2009-2010	95.65%	94.12%	70.83%	76.92%	88.89%	76.19%	70.59%
<b>% of Change</b>	<b>↓4.35%</b>	<b>↓2.31%</b>	<b>↓10.65%</b>	<b>↑5.49%</b>	<b>↑37.37%</b>	<b>↑9.52%</b>	<b>↓7.19%</b>

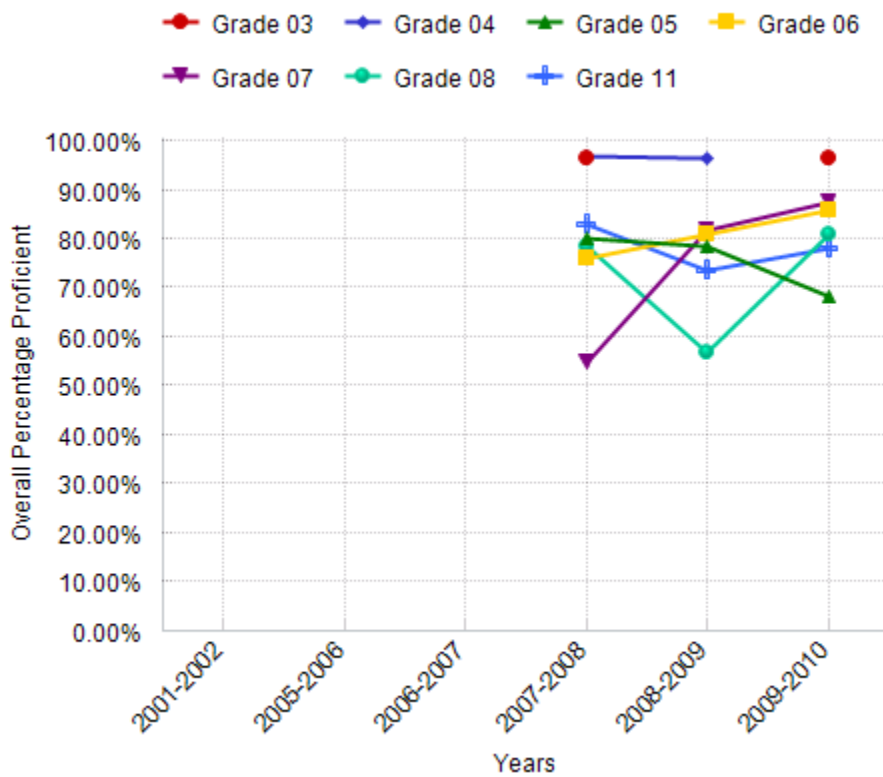
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- ★ Data has been masked to protect the identity of students using one the following criteria:
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  - 2) All students were reported in a single performance category.

## Assessment of State Mathematics Standards Gender: Males



**Overall Performance Percentages for Gender: Males Meeting or Exceeding Standards**

Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2005-2006	N / A	N / A	N / A	N / A	N / A	N / A	N / A
2006-2007	N / A	N / A	N / A	N / A	N / A	N / A	N / A
*2007-2008	96.30%	96.67%	80.00%	76.00%	54.55%	78.57%	82.76%
2008-2009	★	96.30%	78.57%	80.65%	81.82%	56.82%	73.53%
2009-2010	96.43%	★	68.00%	85.71%	87.50%	80.95%	77.78%
<b>% of Change</b>	<b>↑0.13%</b>	<b>↑3.33%</b>	<b>↓12.00%</b>	<b>↑9.71%</b>	<b>↑32.95%</b>	<b>↑2.38%</b>	<b>↓4.98%</b>

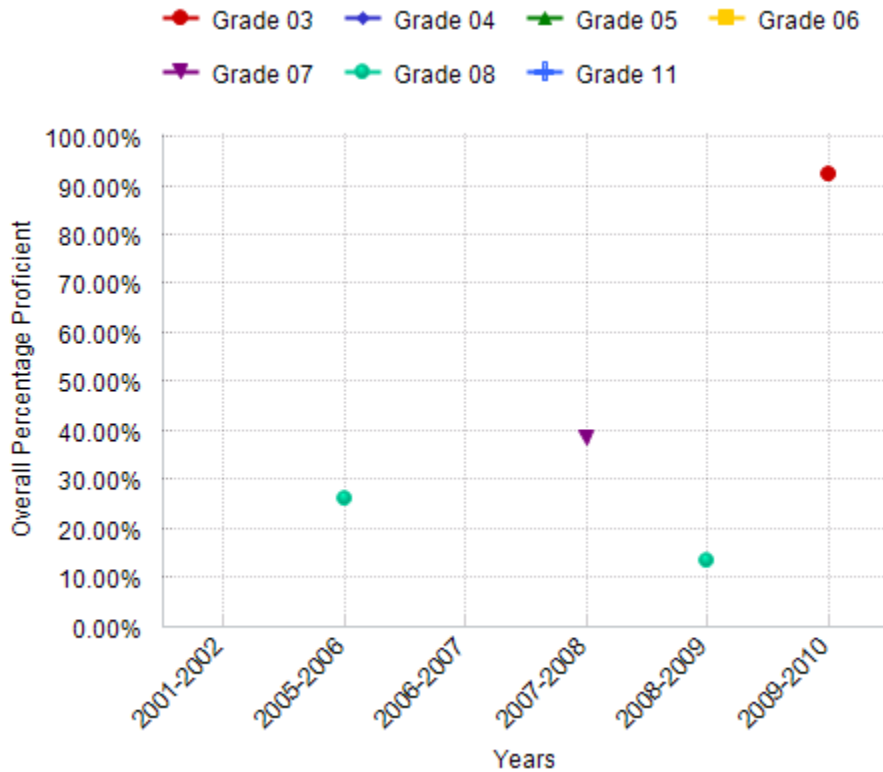
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

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  - 2) All students were reported in a single performance category.

## Assessment of State Mathematics Standards Students in Special Education



Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards							
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N / A	*	N / A	N / A	N / A	*	*
2005-2006	N / A	*	N / A	N / A	N / A	26.11%	*
2006-2007	N / A	*	N / A	N / A	N / A	*	*
*2007-2008	*	*	*	*	38.46%	*	*
2008-2009	*	*	*	*	*	13.33%	*
2009-2010	92.31%	*	*	*	*	*	*
<b>% of Change</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>↓12.78%</b>	<b>0.00%</b>

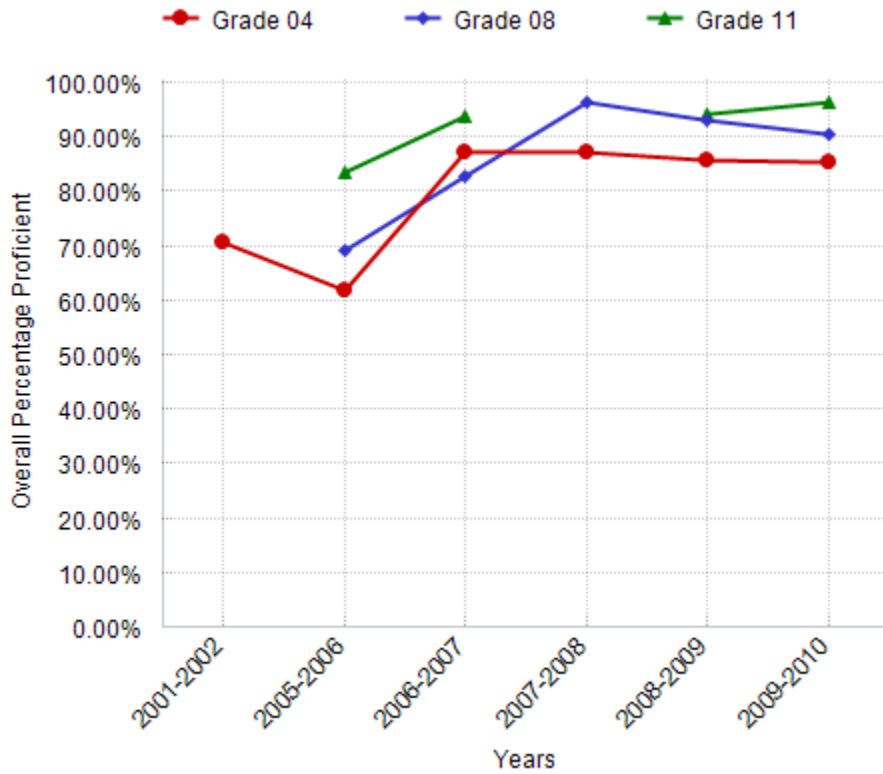
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- \* Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Nebraska State Accountability (NeSA) - Writing All Students



### Overall Performance Percentages for All Students Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	70.49%	N / A	N / A
2005-2006	61.82%	69.23%	83.33%
2006-2007	87.27%	82.69%	93.65%
*2007-2008	87.04%	96.30%	★
2008-2009	85.71%	93.15%	94.03%
2009-2010	85.37%	90.38%	96.15%
<b>% of Change</b>	<b>↑14.88%</b>	<b>↑21.15%</b>	<b>↑12.82%</b>

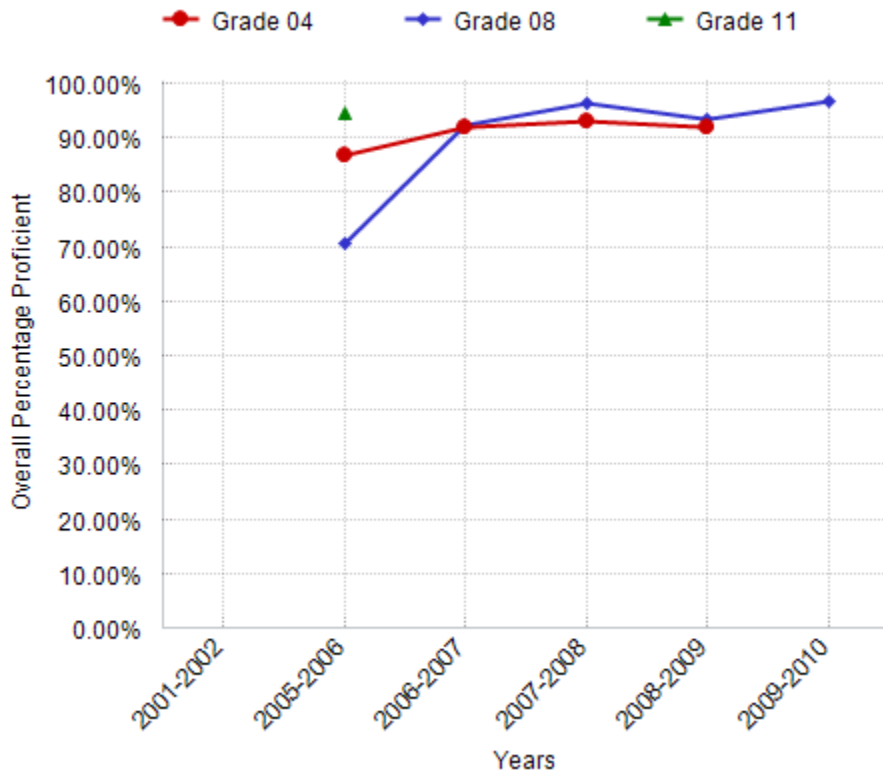
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- ★ Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Nebraska State Accountability (NeSA) - Writing Gender: Females



### Overall Performance Percentages for Gender: Females Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A
2005-2006	86.67%	70.59%	94.44%
2006-2007	92.00%	92.31%	*
*2007-2008	93.10%	96.30%	*
2008-2009	92.00%	93.33%	*
2009-2010	*	96.77%	*
<b>% of Change</b>	<b>↑13.33%</b>	<b>↑26.18%</b>	<b>↑5.56%</b>

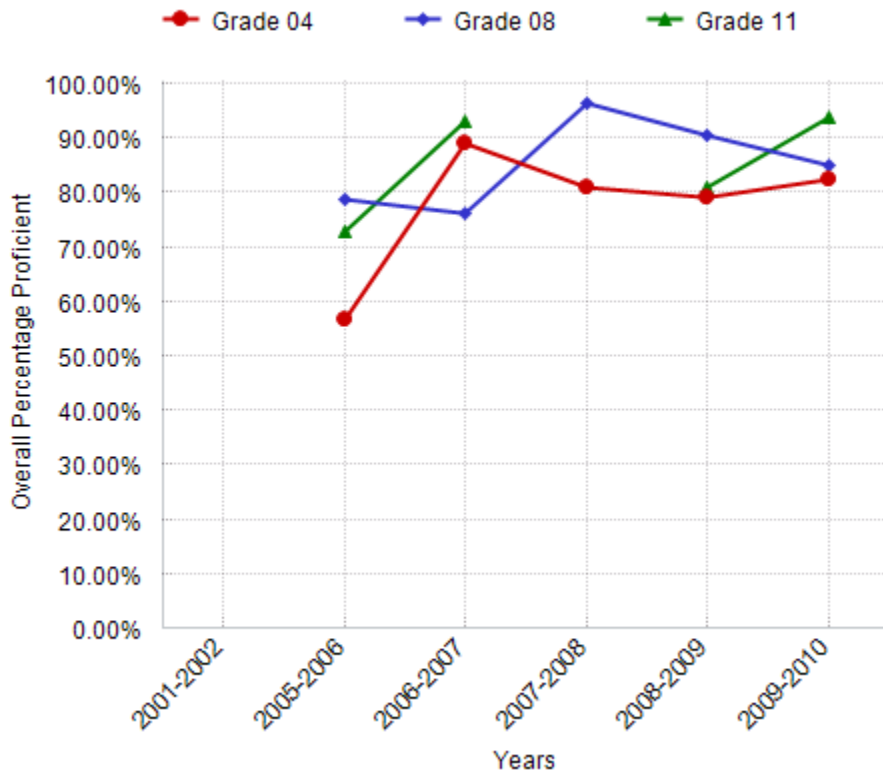
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- \* Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Nebraska State Accountability (NeSA) - Writing Free/Reduced Priced Meals



Overall Performance Percentages for Free/Reduced Priced Meals Meeting or Exceeding Standards			
Years	Grade 04	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A
2005-2006	56.52%	78.57%	72.73%
2006-2007	88.89%	76.19%	92.86%
*2007-2008	80.95%	96.30%	★
2008-2009	79.17%	90.32%	80.95%
2009-2010	82.35%	85.00%	93.75%
<b>% of Change</b>	<b>↑25.83%</b>	<b>↑6.43%</b>	<b>↑21.02%</b>

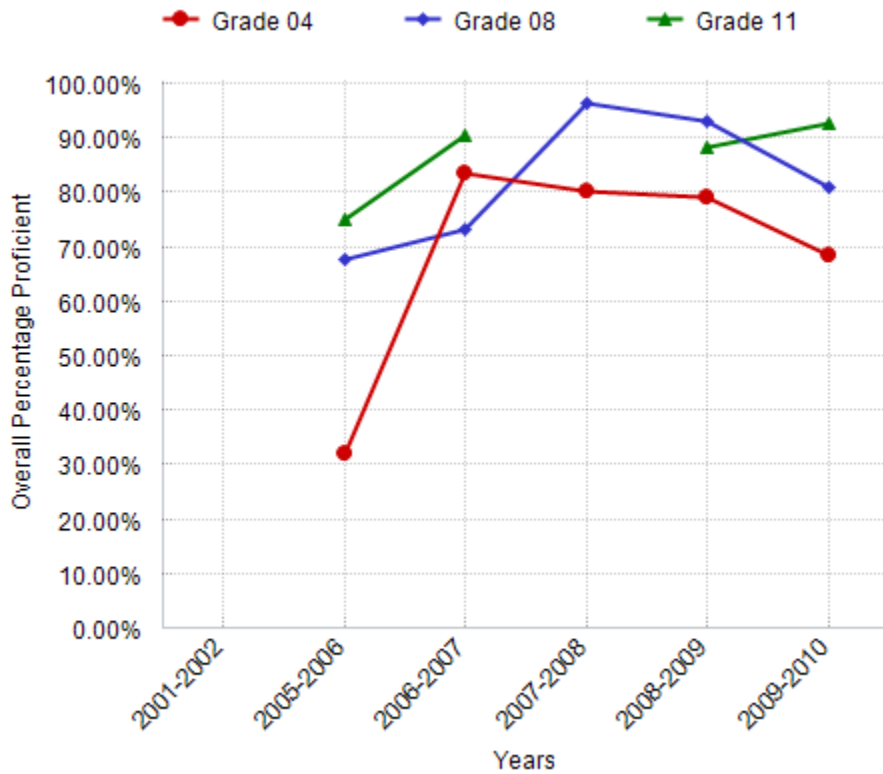
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- ★ Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Nebraska State Accountability (NeSA) - Writing Gender: Males



### Overall Performance Percentages for Gender: Males Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	N / A	N / A	N / A
2005-2006	32.00%	67.74%	75.00%
2006-2007	83.33%	73.08%	90.48%
*2007-2008	80.00%	96.30%	★
2008-2009	79.17%	93.02%	88.24%
2009-2010	68.42%	80.95%	92.59%
<b>% of Change</b>	<b>↑36.42%</b>	<b>↑13.21%</b>	<b>↑17.59%</b>

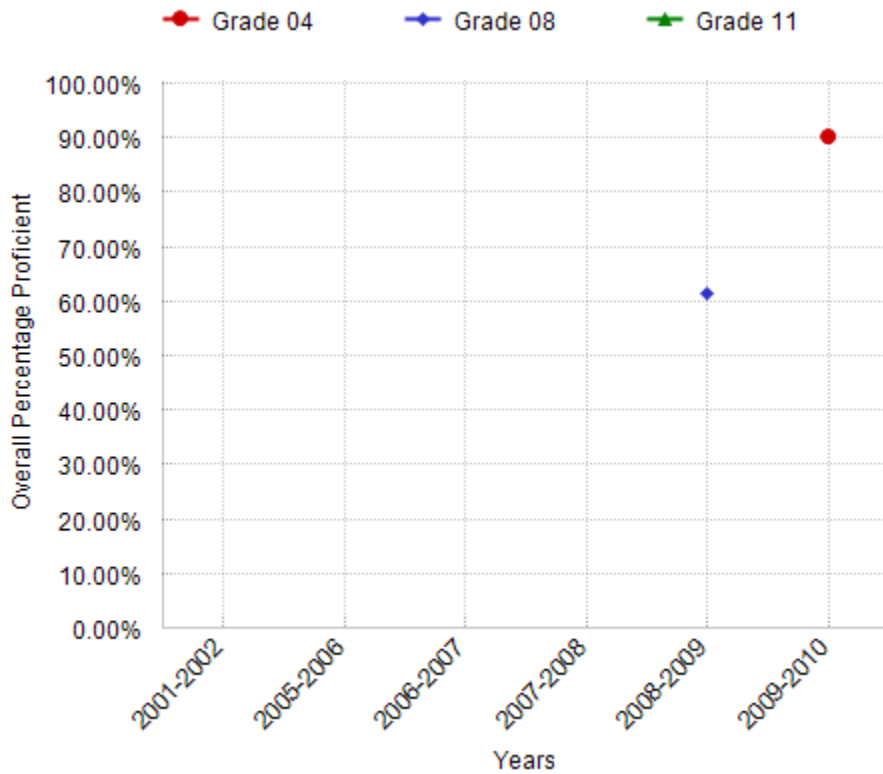
% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- ★ Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

## Nebraska State Accountability (NeSA) - Writing Students in Special Education



### Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards

Years	Grade 04	Grade 08	Grade 11
2001-2002	*	N / A	N / A
2005-2006	*	*	*
2006-2007	*	*	*
*2007-2008	*	*	*
2008-2009	*	61.54%	*
2009-2010	90.00%	*	*
<b>% of Change</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>

% of Change: Compares the percentage of students proficient on the first state assessment to the current year's results.

\*Beginning in 2007-2008 school year, data were collected at the student level.

N / A: Standards were assessed in a different grade level for the given school year.

- \* Data has been masked to protect the identity of students using one the following criteria:
- 1) Fewer than 10 students were reported in a grade or standard.
  - 2) All students were reported in a single performance category.

**District Level AYP Status: NOT MET, IMPROVEMENT SHOWN**

**Federal Accountability: School District**  
*Students in Elementary School*  
**2009 - 2010**

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**Federal Accountability (AYP) 2008 - 2009: MET**

**Federal Accountability (AYP) 2009 - 2010: MET**

**AYP Status Decision for Consecutive Years of Progress:**

<b>2008 - 2009:</b>	<b>MET</b>
<b>2009 - 2010:</b>	<b>MET</b>

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**AYP STATE Goals for 2009-10**

NeSA Reading:

Elementary - 56%

Middle School - 60%

High School - 57%

STARS Math:

Elementary - 83%

Middle School - 79%

High School - 81%

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**AYP Decisions**

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

## Students in Elementary School

Student Performance: Reading				
Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 100.00%	MET	MET 100.00%
Special Education Students	~	~	~	~
English Language Learners	*	*	*	*

Student Performance: Mathematics				
Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET 100.00%	MET	MET 100.00%
Special Education Students	~	~	~	~
English Language Learners	*	*	*	*

Additional Federal Accountability Indicators (Not used to determine AYP)				
Student Groups	Reading		Mathematics	
	Performance	Not Assessed	Performance	Not Assessed
Male	MET	0.00%	MET	0.00%
Female	MET	0.00%	MET	0.00%
Students served in migrant programs	*	*	*	*

~ To be included for AYP determinations, a group must have at least 30 students.

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

<b>District Level AYP Status: NOT MET, IMPROVEMENT SHOWN</b>
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**Federal Accountability: School District**  
**Students in Middle School**  
**2009 - 2010**

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**Federal Accountability (AYP) 2008 - 2009: NOT MET**

**Federal Accountability (AYP) 2009 - 2010: MET**

**AYP Status Decision for Consecutive Years of Progress:**

**2008 - 2009: NEEDS IMPROVEMENT**

**2009 - 2010: NOT MET, IMPROVEMENT SHOWN**

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**AYP STATE Goals for 2009-10**

**NeSA Reading:**

Elementary - 56%

Middle School - 60%

High School - 57%

**STARS Math:**

Elementary - 83%

Middle School - 79%

High School - 81%

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**AYP Decisions**

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

## Students in Middle School

### Student Performance: Reading

Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	*	*	*	*
Hispanic	~	~	~	~
Students eligible for free and reduced lunch	MET	MET 100.00%	MET	MET 100.00%
Special Education Students	MET	MET 100.00%	~	~
English Language Learners	*	*	*	*

### Student Performance: Mathematics

Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 99.58%	MET	MET 99.52%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 99.55%	MET	MET 99.49%
Black, Not Hispanic	*	*	*	*
Hispanic	~	~	~	~
Students eligible for free and reduced lunch	MET	MET 100.00%	MET	MET 100.00%
Special Education Students	NOT MET	MET 100.00%	~	~
English Language Learners	*	*	*	*

### Additional Federal Accountability Indicators (Not used to determine AYP)

Student Groups	Reading		Mathematics	
	Performance	Not Assessed	Performance	Not Assessed
Male	MET	0.00%	MET	0.99%
Female	MET	0.00%	MET	0.00%
Students served in migrant programs	*	*	*	*

To be included for AYP determinations, a group must have at least 30 students.

Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

**District Level AYP Status: NOT MET, IMPROVEMENT SHOWN**

**Federal Accountability: School District**  
**Students in High School**  
**2009 - 2010**

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**Federal Accountability (AYP) 2008 - 2009: MET**

**Federal Accountability (AYP) 2009 - 2010: MET**

**AYP Status Decision for Consecutive Years of Progress:**

**2008 - 2009: MET**

**2009 - 2010: MET**

---

**AYP STATE Goals for 2009-10**

**NeSA Reading:**

Elementary - 56%

Middle School - 60%

High School - 57%

**STARS Math:**

Elementary - 83%

Middle School - 79%

High School - 81%

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**AYP Decisions**

NEW for 2009-10

To ensure that all schools receive an AYP decision, changes have been implemented for Very Small Schools. Very Small Schools are districts without multiple buildings at any grade span that have any grade span or school with no groups meeting the minimum group size of 30 students. In these districts, data is aggregated across all grade spans. The NeSA AYP goal of the grade span contributing the greatest number of students to the aggregated data is used to make the AYP decision and that decision is applied to all the grade spans. The 99% confidence interval is used with all very small schools and grade spans. Districts with multiple Very Small Schools at the same grade span receive the district level AYP decision for that grade span in all the small schools.

## Students in High School

Student Performance: Reading				
Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 100.00%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 100.00%	MET	MET 100.00%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*

Student Performance: Mathematics				
Student Groups	2008 - 2009		2009 - 2010	
	Performance	Participation	Performance	Participation
All students	MET	MET 98.51%	MET	MET 100.00%
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	MET	MET 98.36%	MET	MET 100.00%
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	~	~	~	~
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*

## Students in High School

Additional Federal Accountability Indicators (Not used to determine AYP)				
Student Groups	Reading		Mathematics	
	Performance	Not Assessed	Performance	Not Assessed
Male	~	~	~	~
Female	~	~	~	~
Students served in migrant programs	*	*	*	*

~ To be included for AYP determinations, a group must have at least 30 students.

- \* Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
  - 2) All students were reported in a single performance category.

AYP Graduation Rate	
State	District
89.85%	90.91%

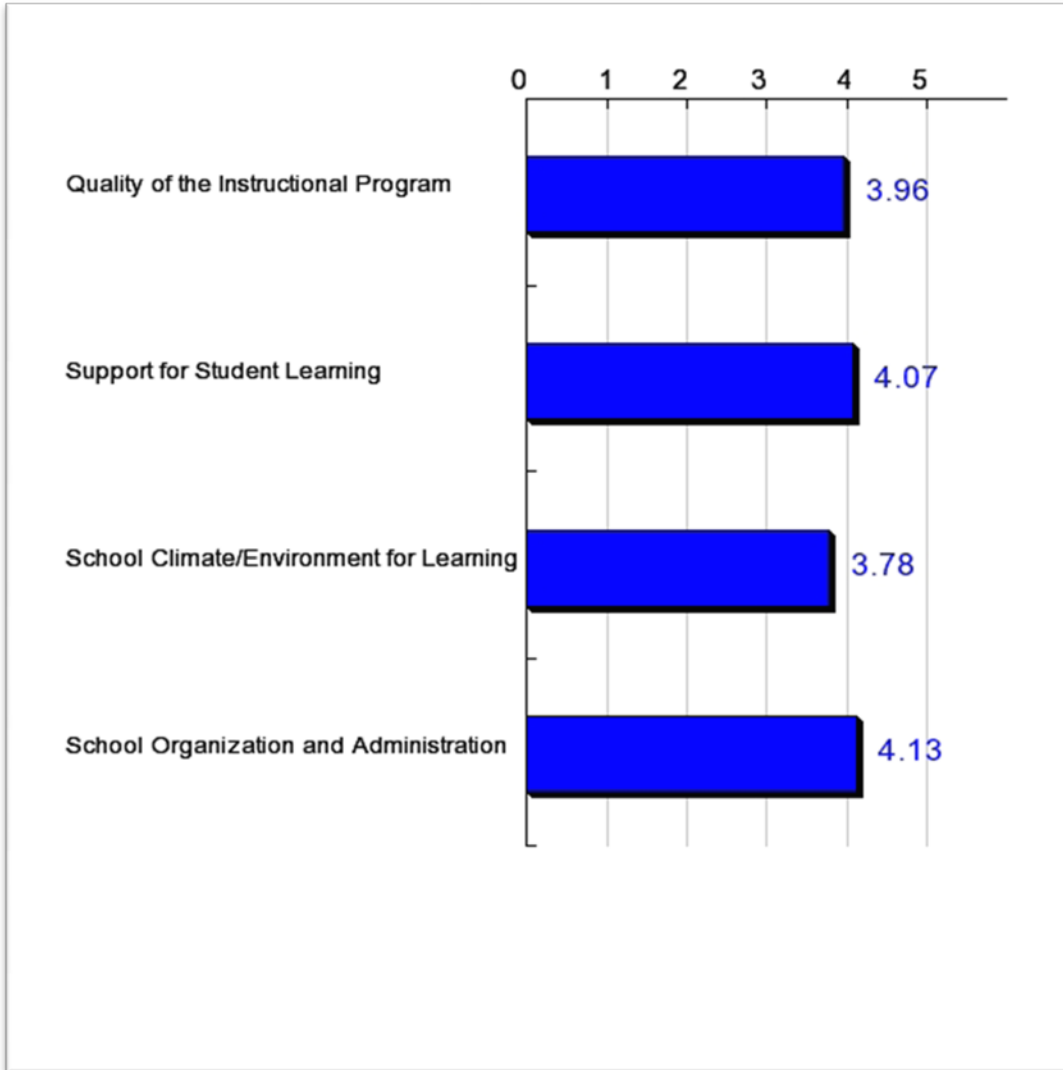
### AYP Graduation Rate

No Child Left Behind requires reporting and comparing of school, district and state graduation rates. The data used for the AYP graduation rate differs from the State level graduation data reported elsewhere. For AYP graduation rate calculations, districts are allowed to include English Language Learners who graduate in the 5th year of high school and students with disabilities who graduate in their 5th, 6th or 7th year.

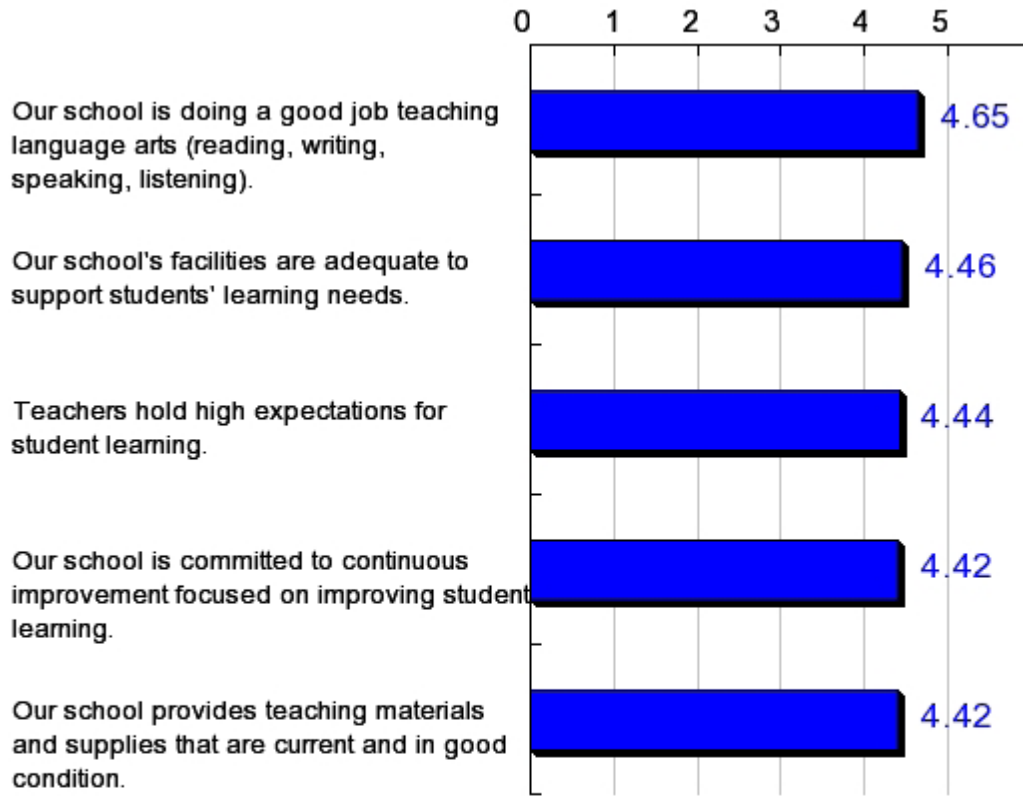
# Central City Elementary School Climate Surveys

Teacher Survey

Topic Averages



Central City Elementary School  
Teacher Survey  
Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

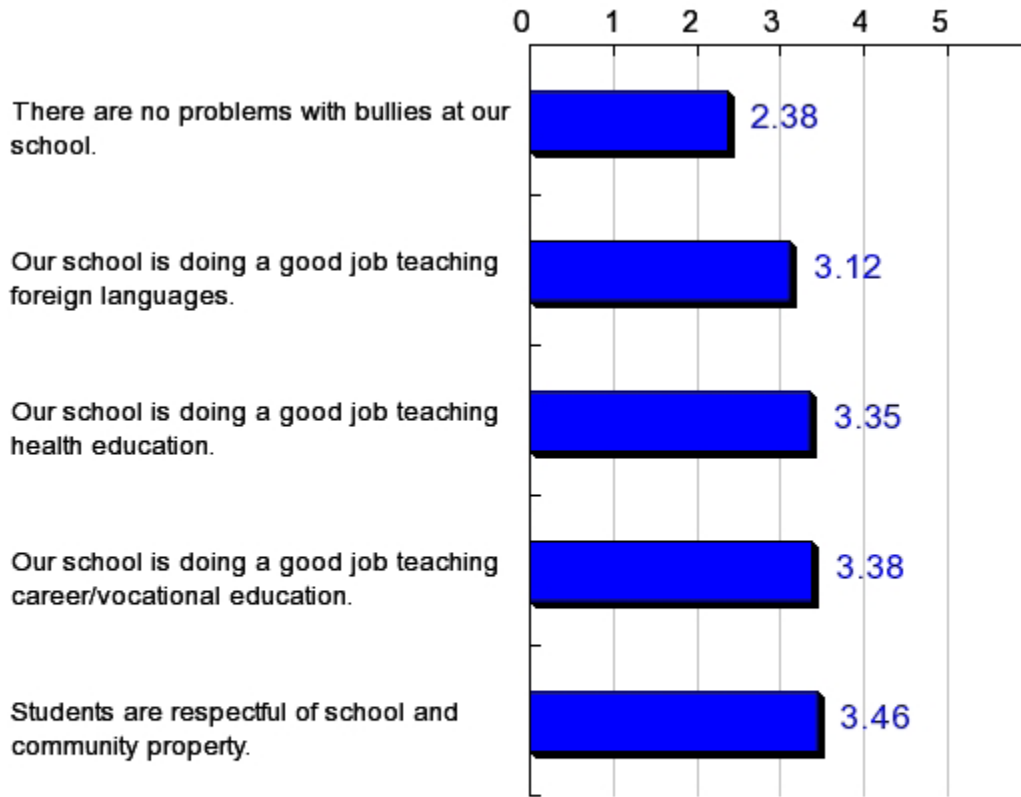
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City Elementary School  
Teacher Survey  
Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

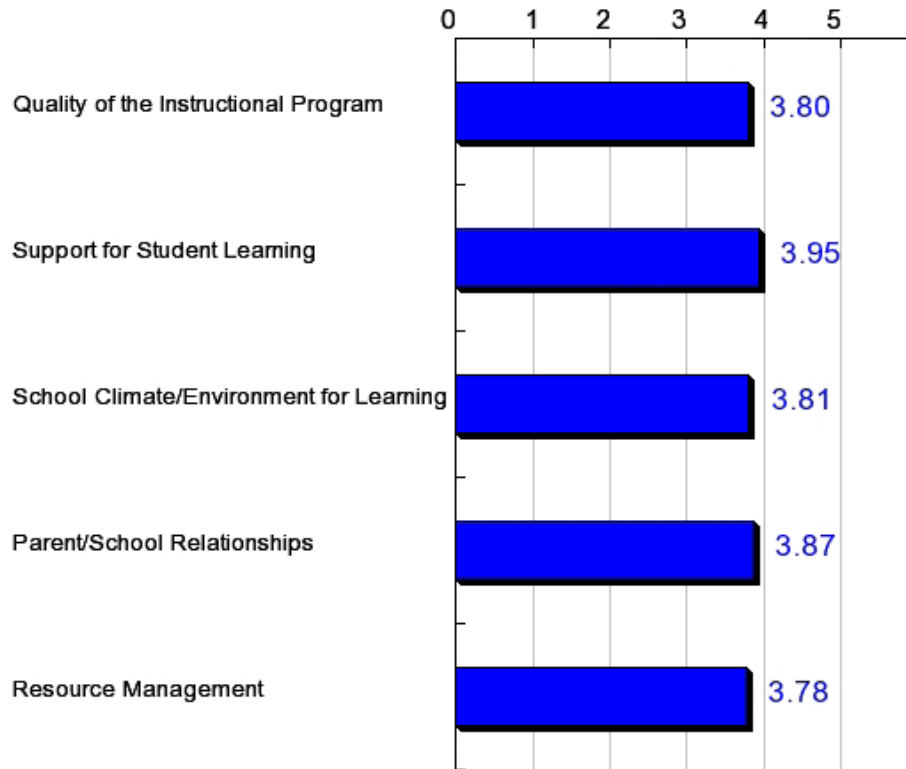
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

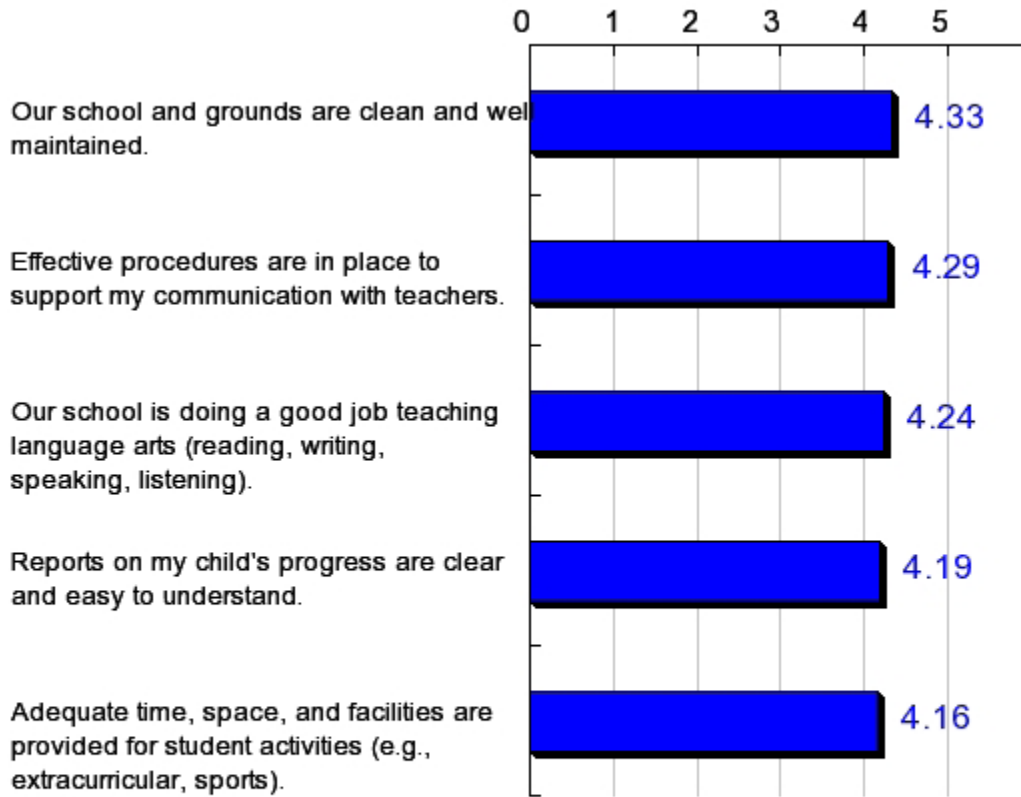
Central City Elementary School  
Parent Opinion Survey  
Topic Averages



All topics scored above average.

- Parents feel that our school offers their children a high quality education and that teachers hold high expectations for students.
- Parents feel that the staff and administration support the learning of students with current textbooks, technology, individual help, and good communication.
- Parents feel that their children are treated fairly, although there is concern about bullying.
- Our small class sizes are appreciated.
- Parents feel welcome in our school and they are given opportunities to be involved.
- Parents are proud of our school facilities and grounds.
- Comments from parents included a desire for more technology and opportunities for high ability learners.

Central City Elementary School  
Parent Opinion Survey  
Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

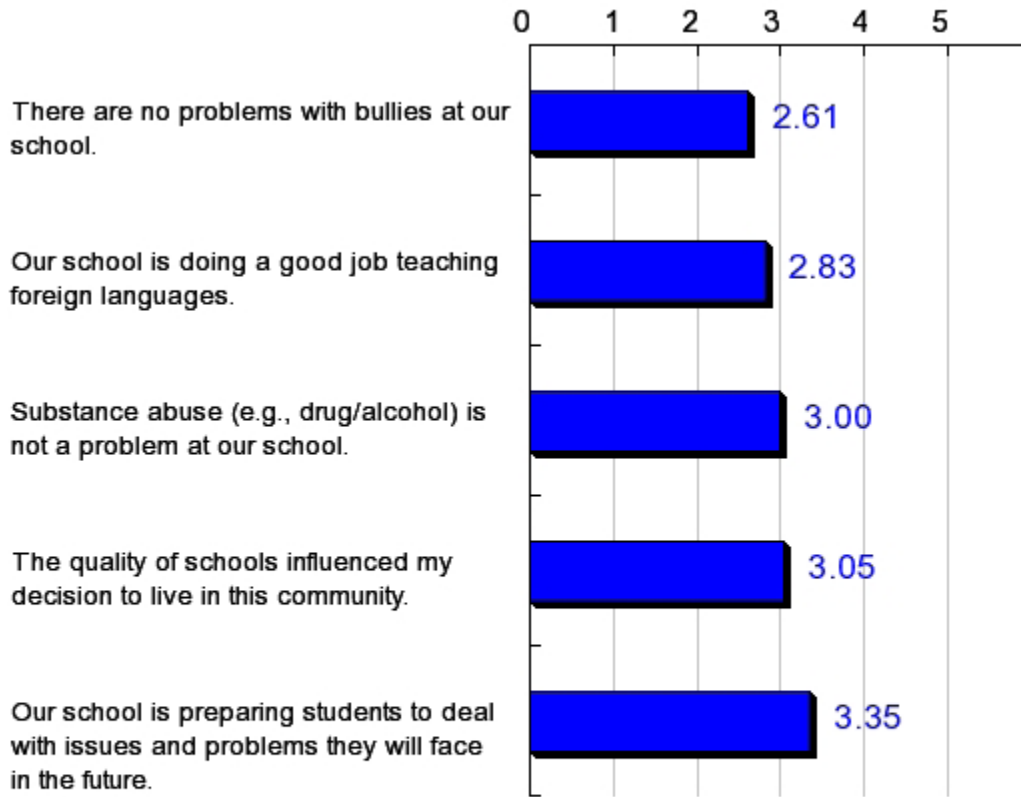
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City Elementary School  
Parent Opinion Survey  
Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

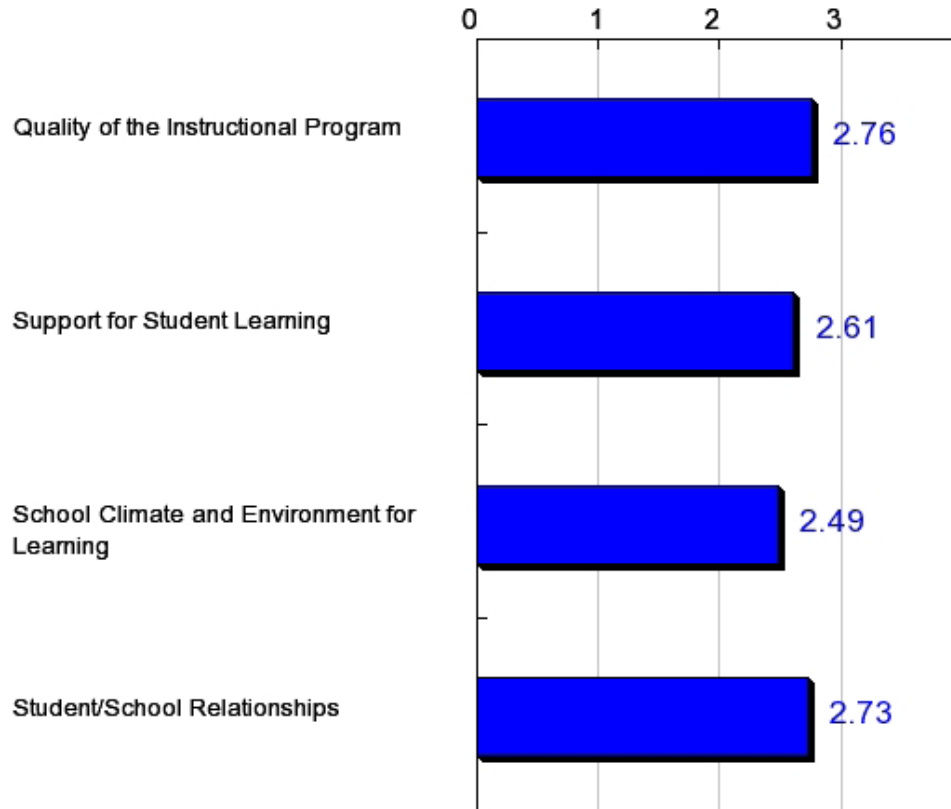
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

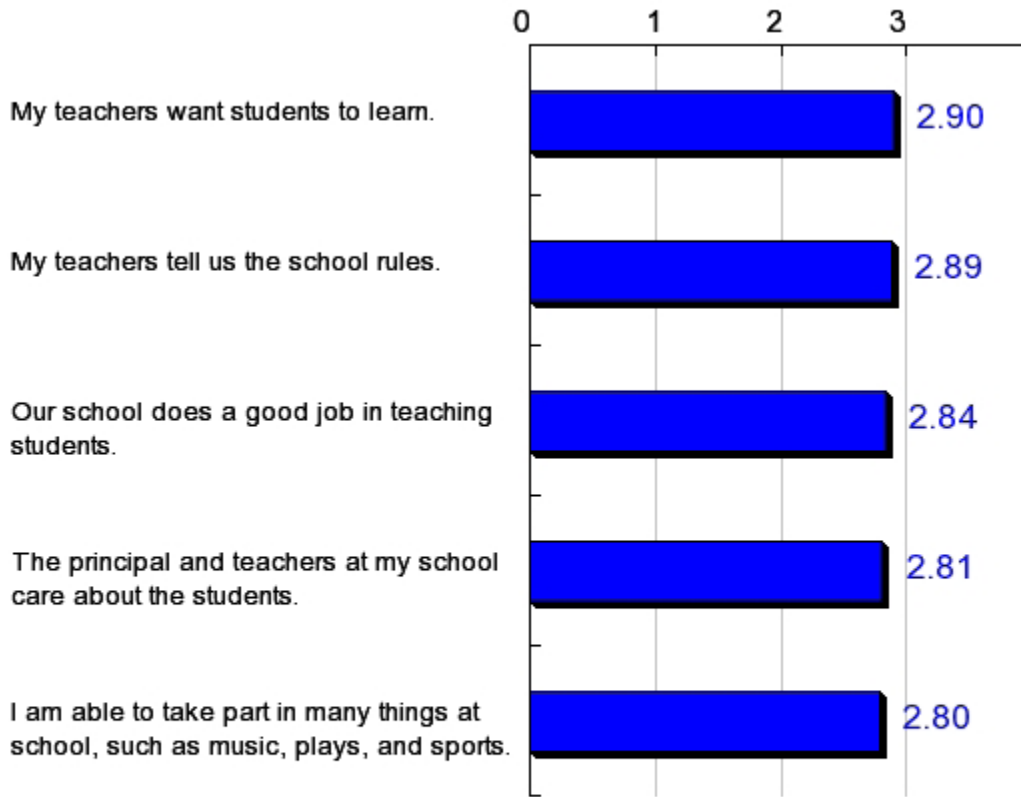
Central City Elementary School  
Student Survey  
Topic Averages



All topics scored above average.

- Students feel that the quality of the instructional programs is high and that their teachers want them to learn.
- Students feel that the staff cares about them and supports their learning.
- There is a concern about bullying.
- There is a good relationship between the teachers and students.

Central City Elementary School  
Student Survey  
Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

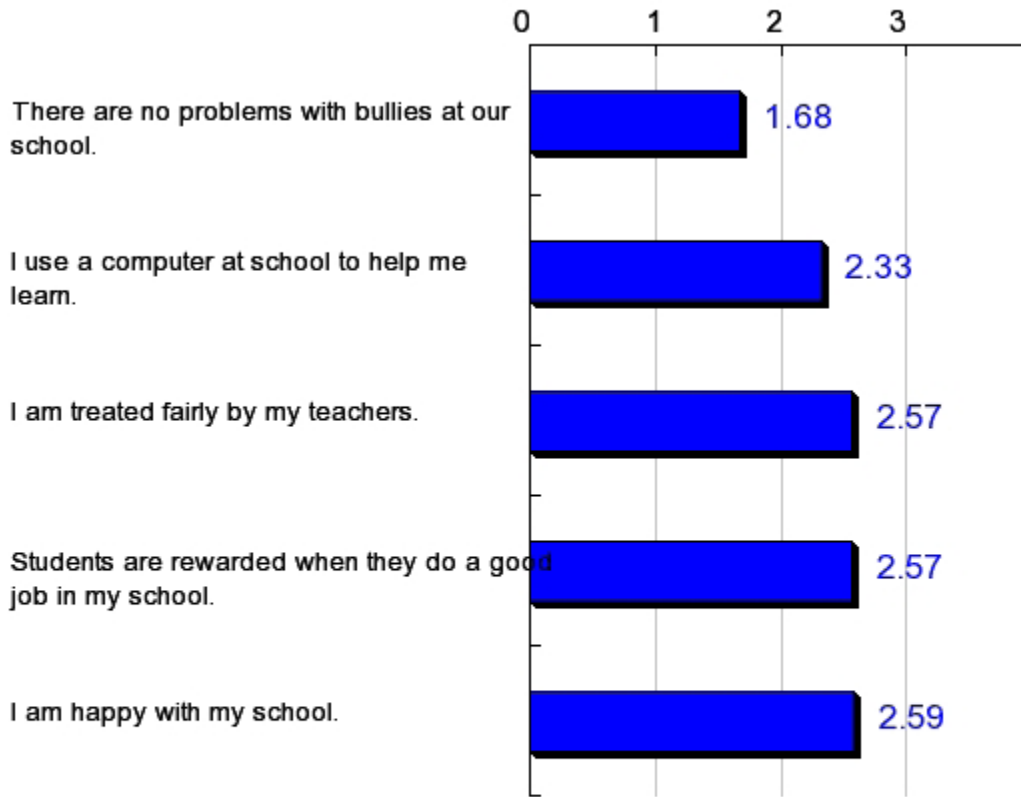
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City Elementary School  
Student Survey  
Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

N - Neutral - 3

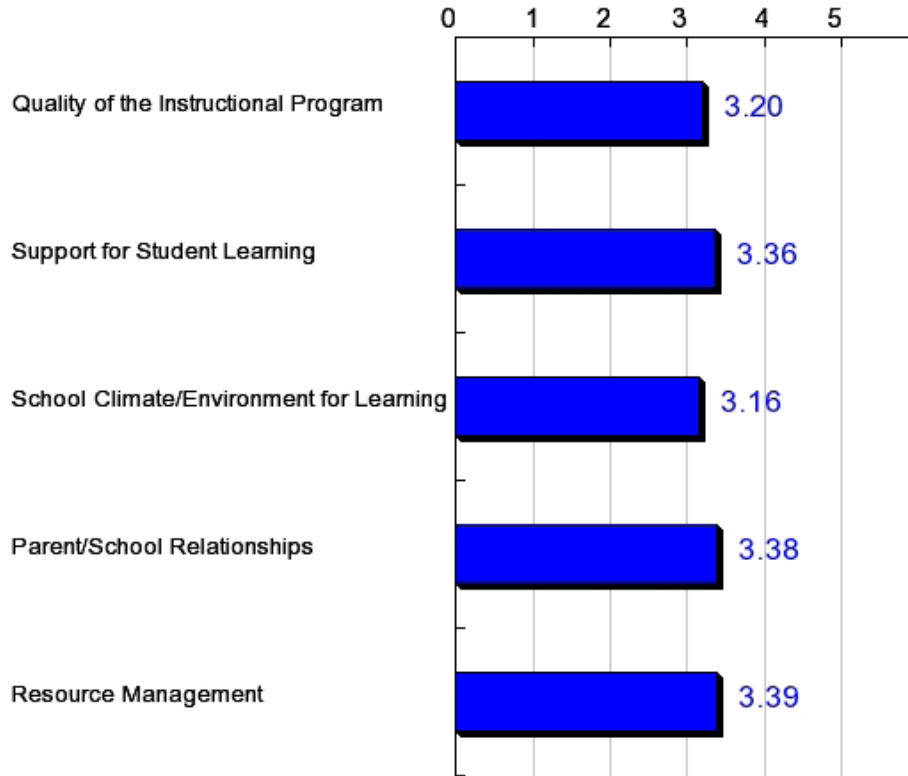
D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

## Central City Middle School Climate Surveys

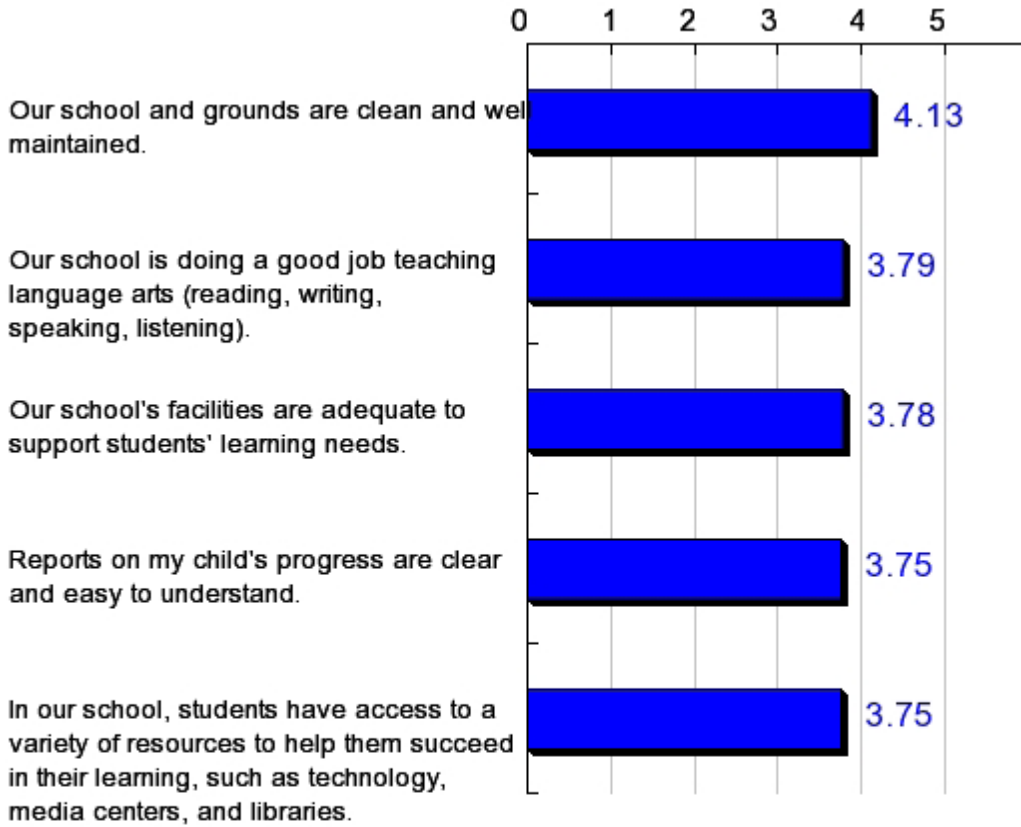
Central City Middle School  
Parent Opinion Survey      Topic Averages



All topics scored slightly over average.

- Parents recognize that our school offers our students a high quality education, but some content areas scored lower.
- Parents feel that our facilities and resources are good, but they did not always feel there is enough help and support for all students.
- Parents feel their children are safe and treated fairly, but there is a concern about bullying and substance abuse.
- Parents appreciate communication via technology, but don't always feel their opinions are considered when making decisions.
- Parents are proud of our school facilities and grounds.

Central City Middle School  
 Parent Opinion Survey  
 Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

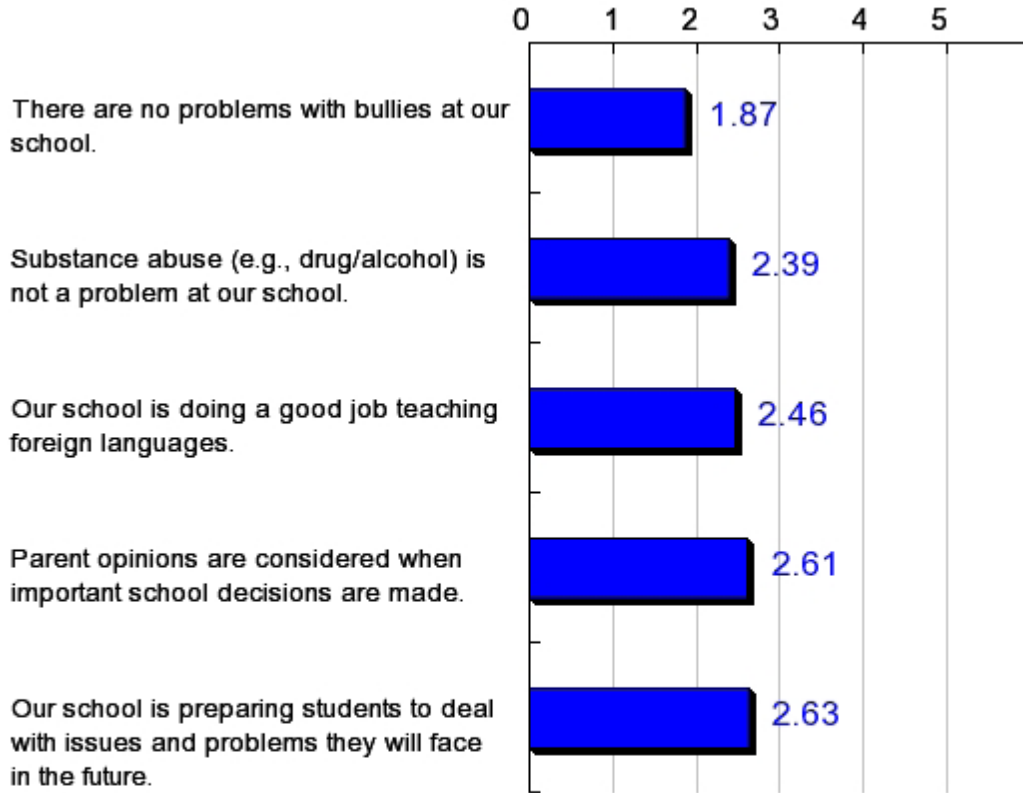
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City Middle School  
 Parent Opinion Survey  
 Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

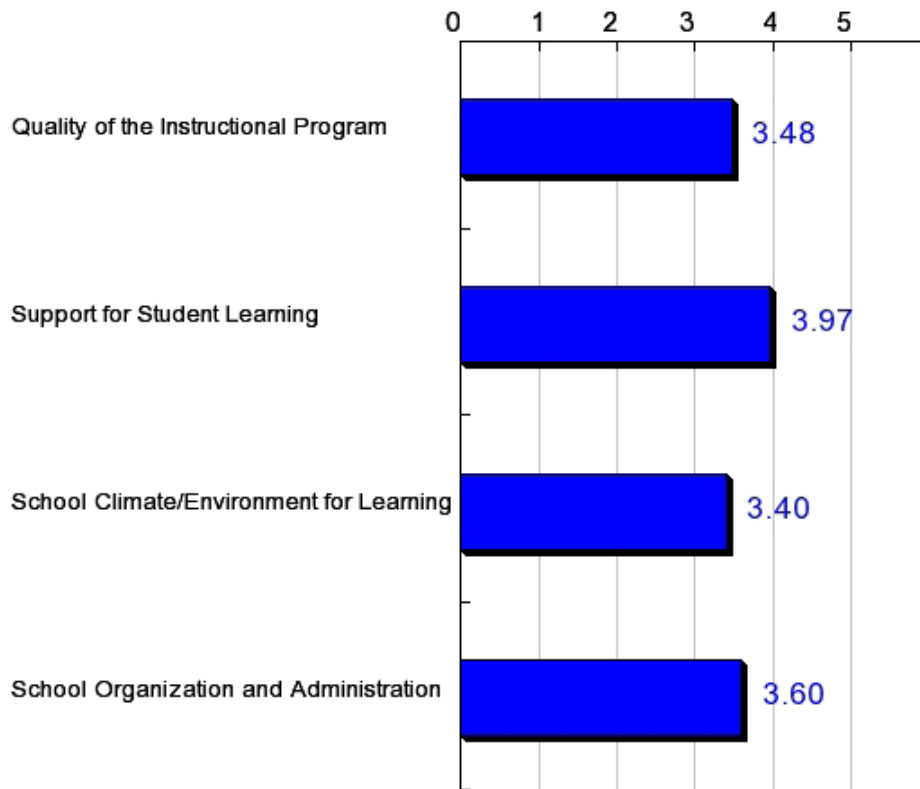
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

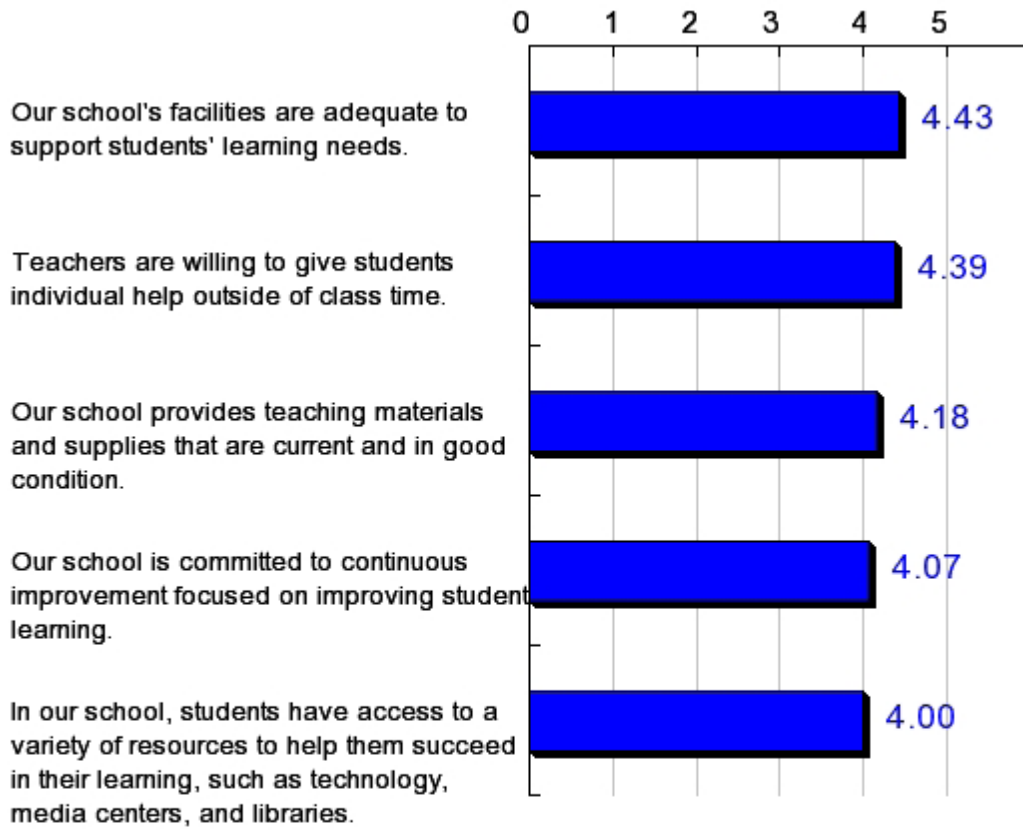
Central City Middle School  
Teacher Survey Topic Averages



All topics scored above average.

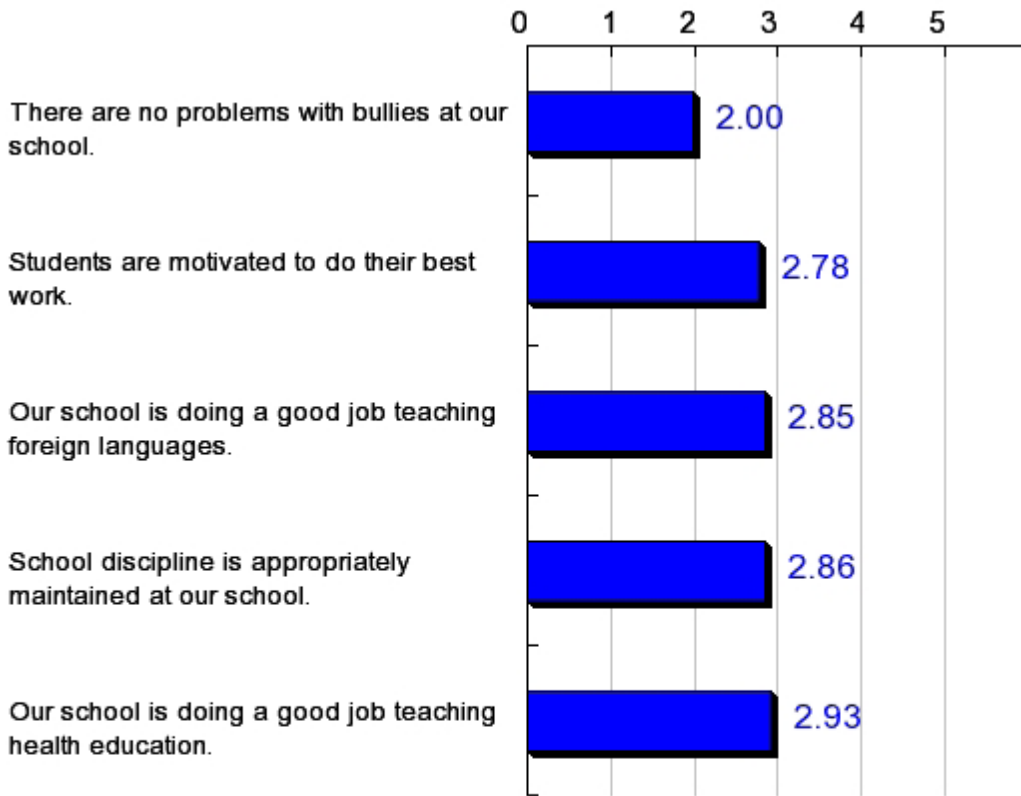
- Teachers feel that our school offers a high quality education and curriculum to our students
- While we offer much, there is a perception that students are not always motivated to do their best.
- Teachers feel good about the school's facilities, grounds, and resources available to staff and students.
- Although most staff members said they were satisfied with our school, there were concerns about discipline, respect, bullying, and substance abuse.
- Teachers recognize that they are committed to continuous school improvement, but that there is concern about accountability and involving teachers in important decisions.

Central City Middle School  
 Teacher Survey  
 Top Five Items



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Do Not Know/Not Applicable - No Weight

Central City Middle School  
 Teacher Survey  
 Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

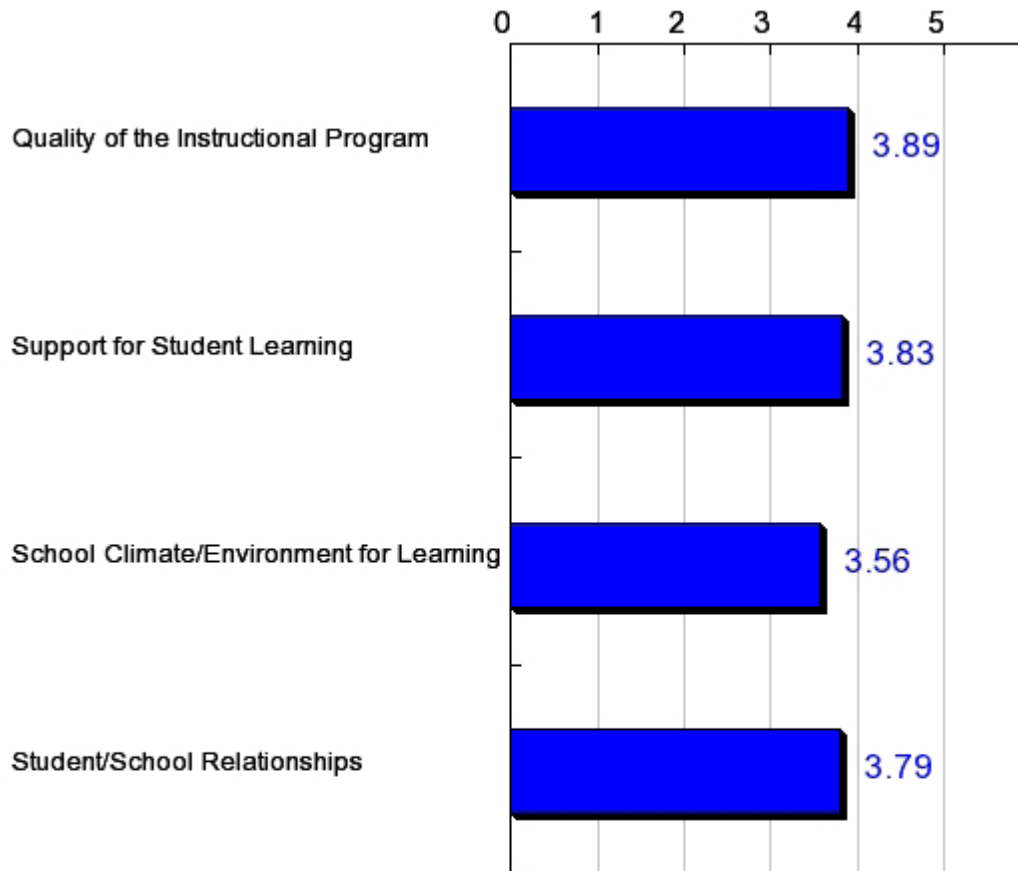
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

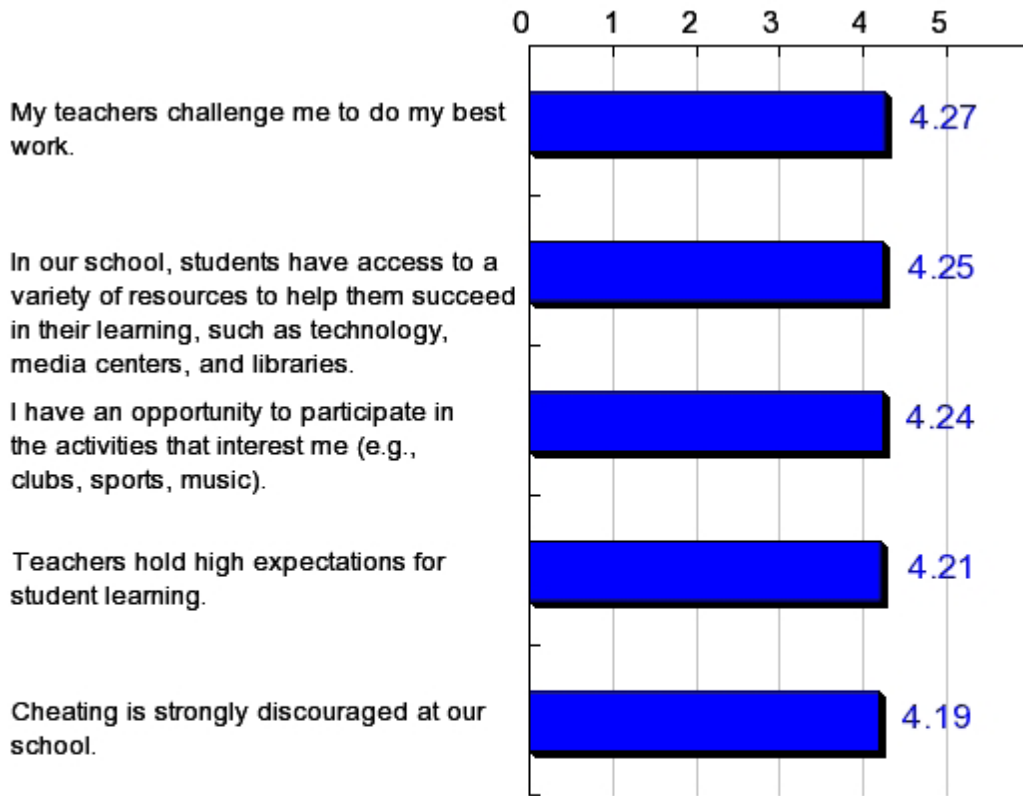
Central City Middle School  
Student Survey Topic Averages



All topics scored above average.

- Students feel the school district offers them a high quality education and has high expectations for them, but they don't always feel motivated.
- Students feel that teachers support their learning and that the school has a variety of resources to help them succeed.
- Students feel safe and feel they are treated fairly by staff.
- There is a high concern about bullying.
- While students are happy with the opportunities to participate in activities, there is a desire to be more involved in making important school decisions.

Central City Middle School  
Student Survey  
Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

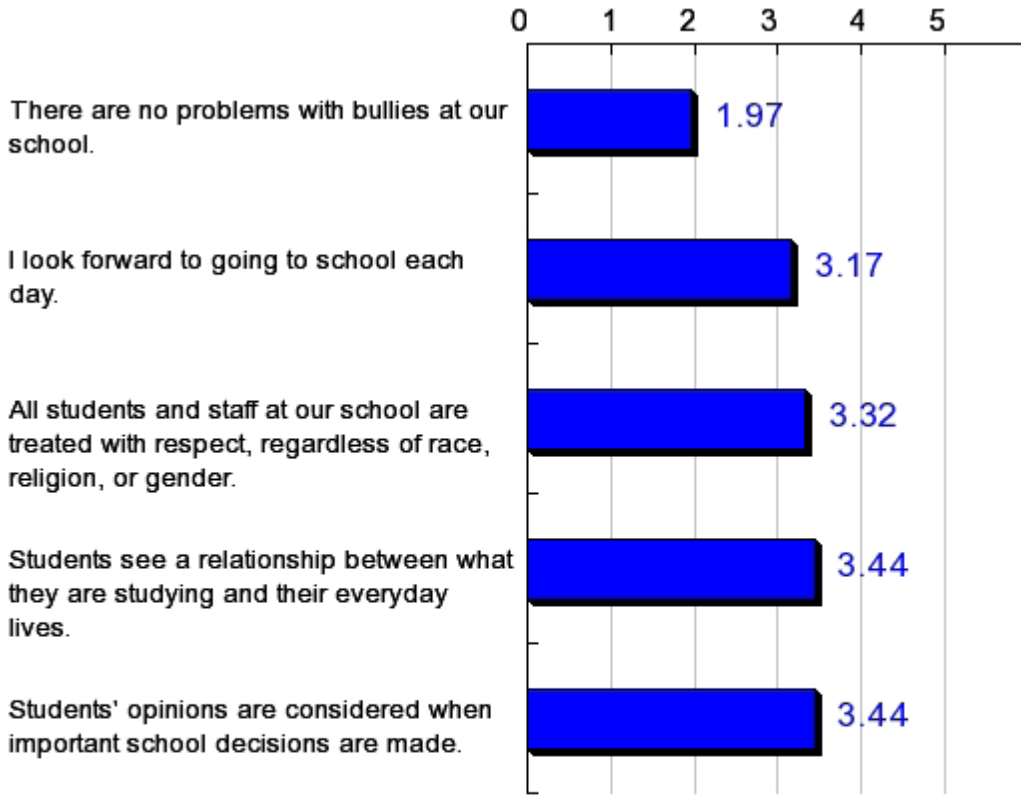
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City Middle School  
 Student Survey  
 Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

N - Neutral - 3

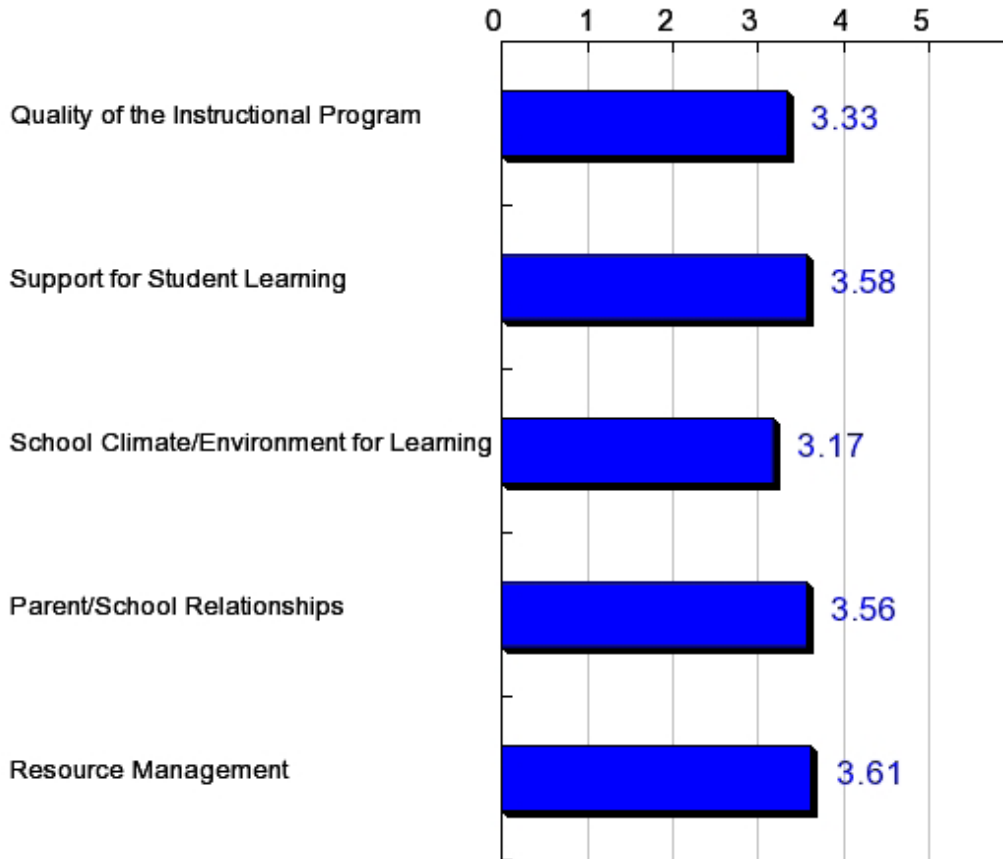
D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

## Central City High School Climate Surveys

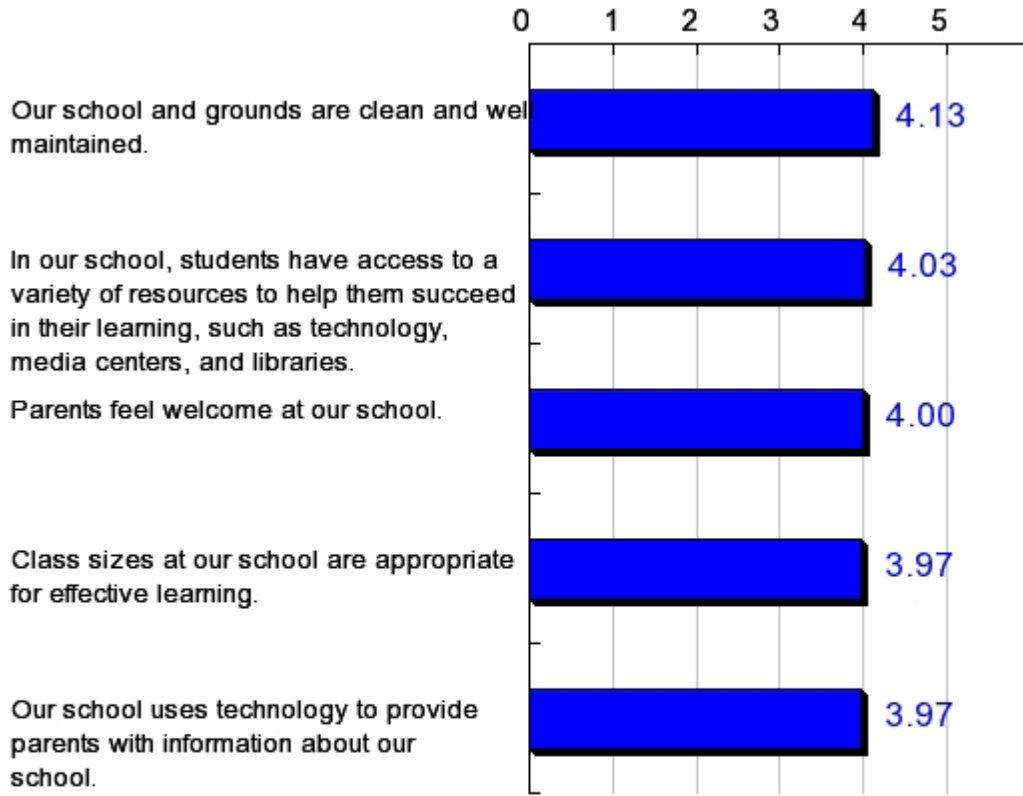
Central City High School  
Parent Opinion Survey  
Topic Averages



All topics scored above average.

- While there is a perception that the education we offer our students is of high quality, some areas of preparing students to deal with future issues and problems needs improvement.
- Parents felt that our students do have access to a variety of resources for learning success, including up-do-date technology.
- While parents are pleased with our class size, areas of bullying and substance abuse were a concern.
- Parents feel welcome at school and feel they are well informed through technology.
- Parents see a need for their opinions to be considered in making important decisions.
- Parents are proud of our school and grounds.

Central City High School  
 Parent Opinion Survey  
 Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

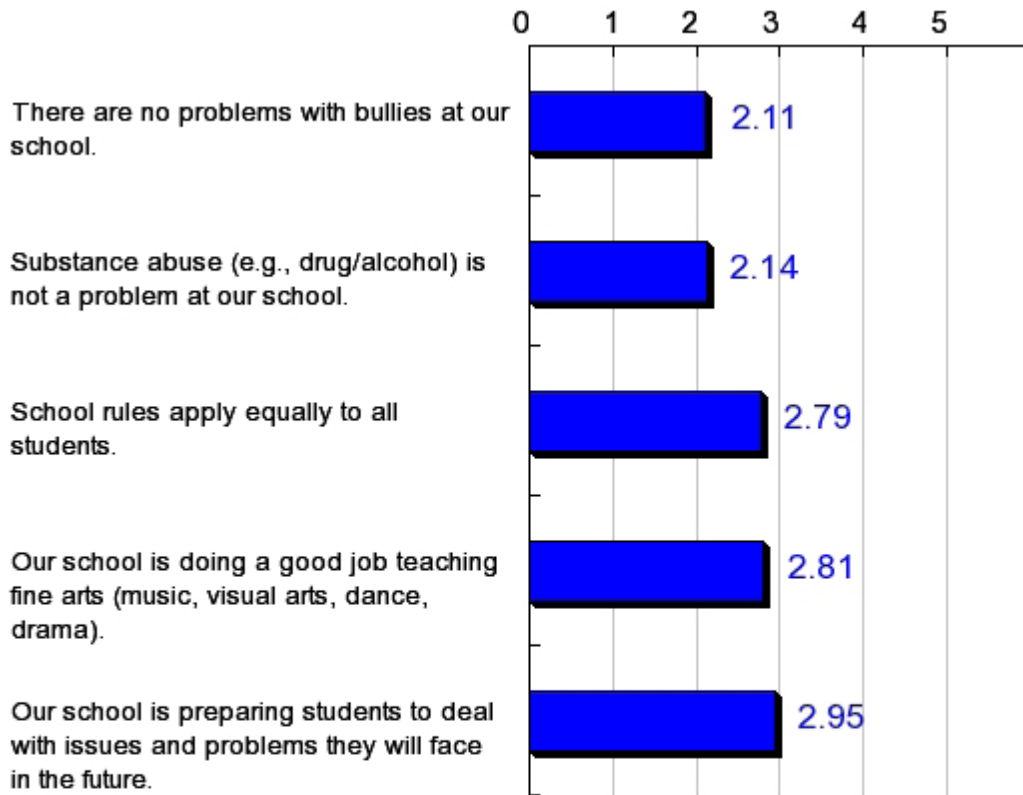
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City High School  
 Parent Opinion Survey  
 Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

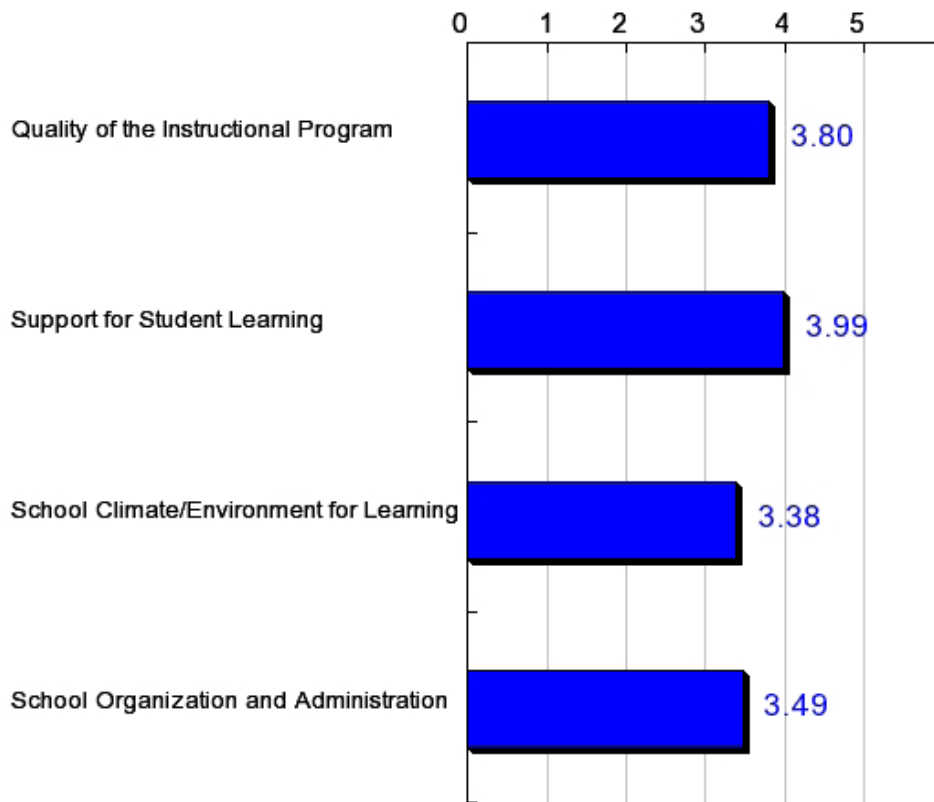
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

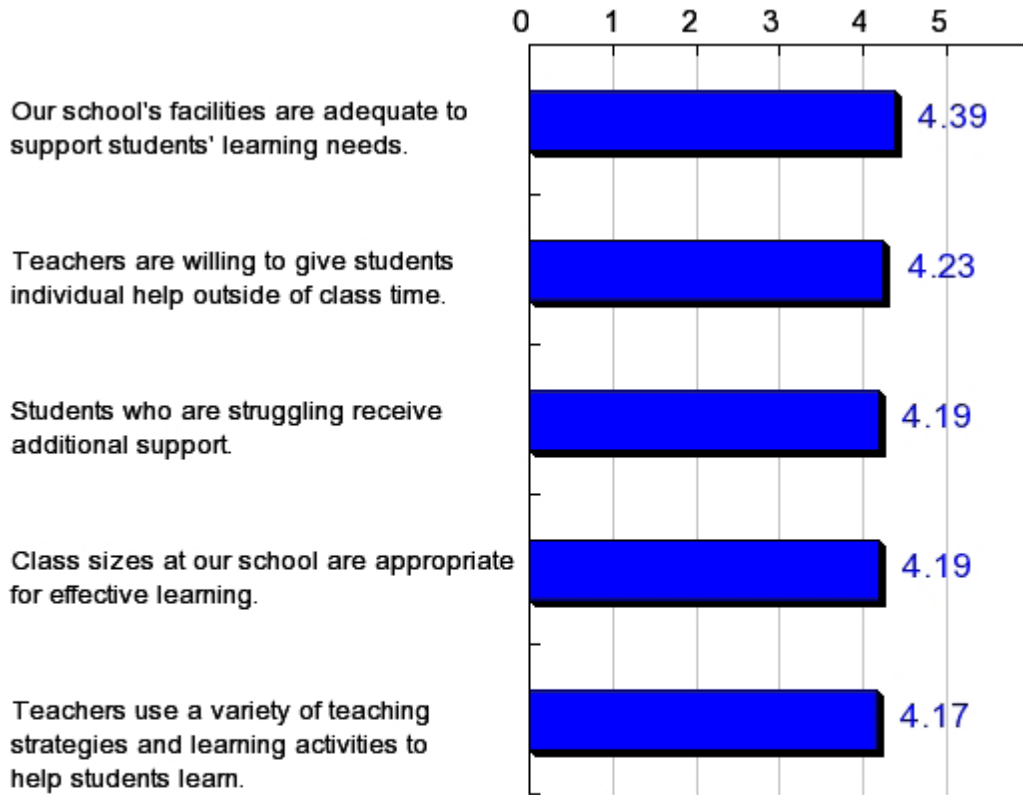
Central City High School  
Teacher Survey  
Topic Averages



All topics scored above average.

- Teachers feel that our staff does provide high quality instructional activities that involve students in their learning.
- Areas of concern include motivating students and integrating our curriculum.
- The district has a variety of resources to instruct students, followed by multiple types of assessments, and has many opportunities for the full range of student abilities.
- The staff feels that our school is safe and orderly, but perhaps needs to address bullying and substance abuse issues.
- The staff feels that our district is committed to continuous improvement for student learning, has a clear mission, and is supported by the administration.
- Teachers would like more involvement in making decisions that impact the quality of the teaching and learning process.

Central City High School  
 Teacher Survey  
 Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

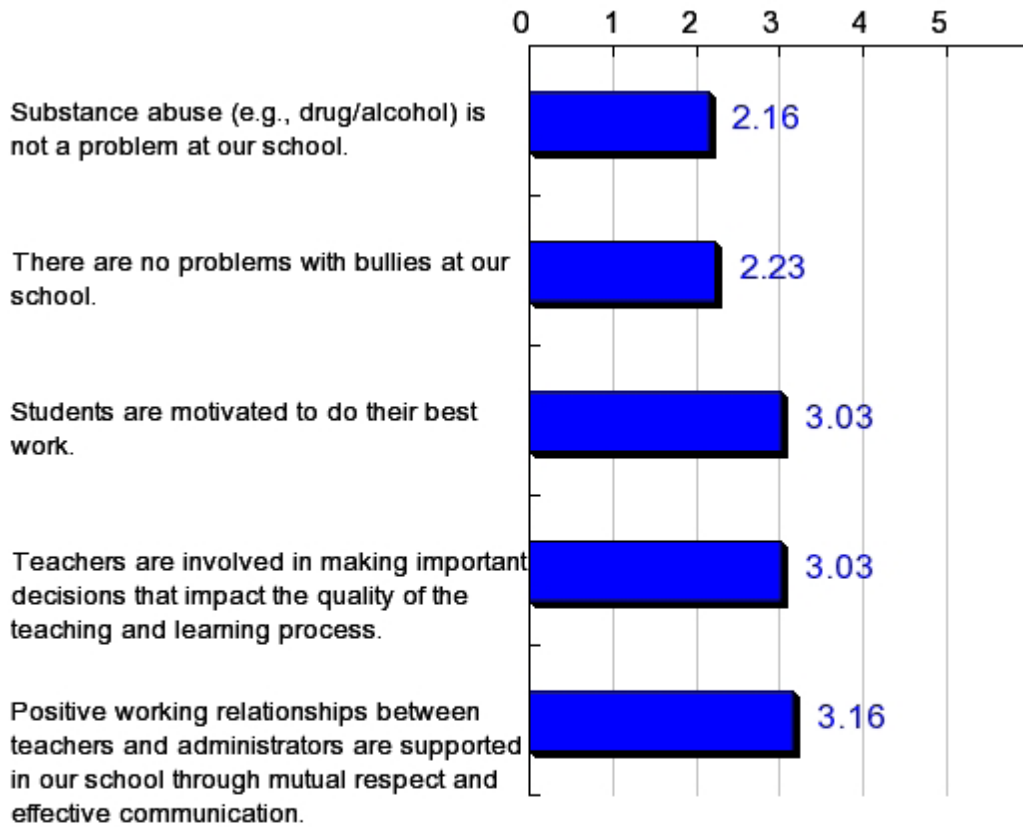
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City High School  
 Teacher Survey  
 Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

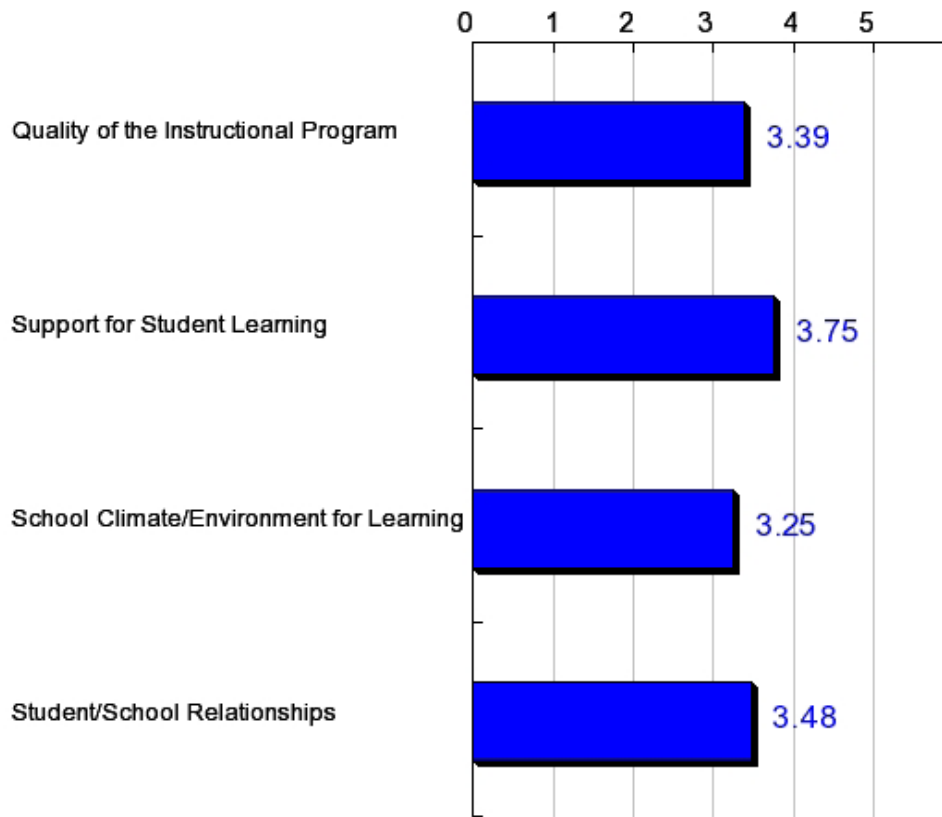
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

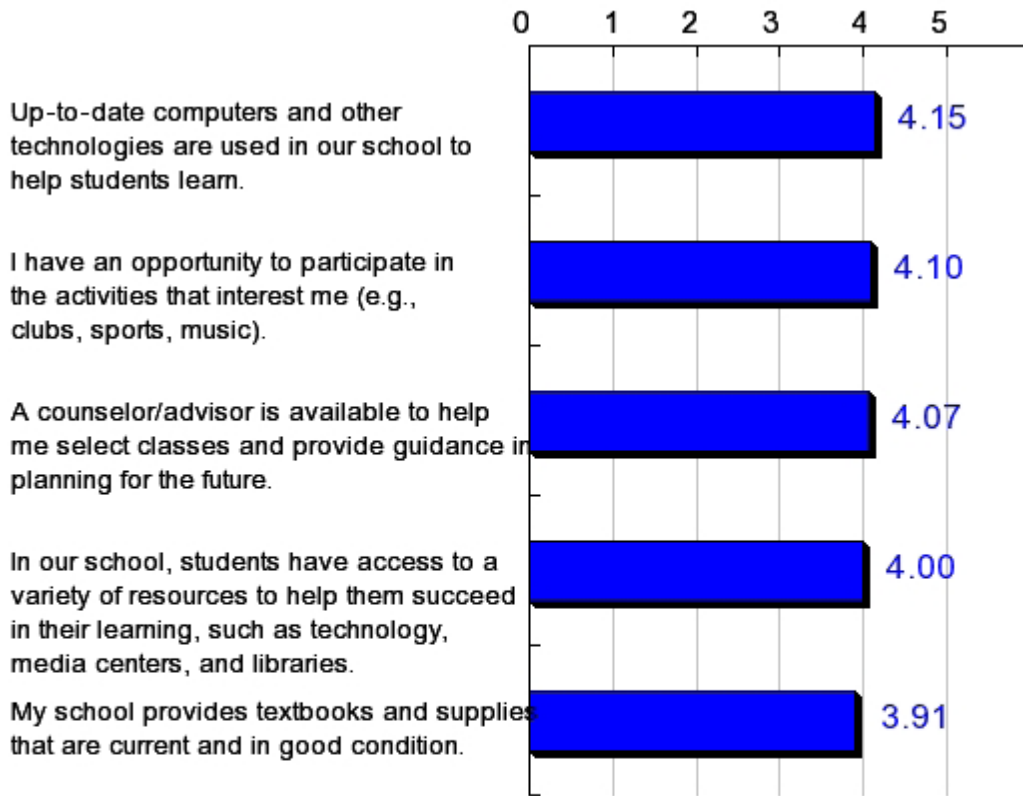
Central City High School  
Student Survey  
Topic Averages



All topics scored above average.

- While most students felt they were provided with opportunities to learn important knowledge and skills, they don't always feel motivated or see the relationship between what they are studying and their everyday lives.
- Students felt they had good access to a variety of resources, up-to-date technology, and computers.
- Students perceive there is a problem with bullying and substance abuse.
- Students appreciate the many opportunities to participate in activities.
- Students do not feel that their opinions are always considered in making important school decisions.

Central City High School  
 Student Survey  
 Top Five Items



SA - Strongly Agree - 5

A - Agree - 4

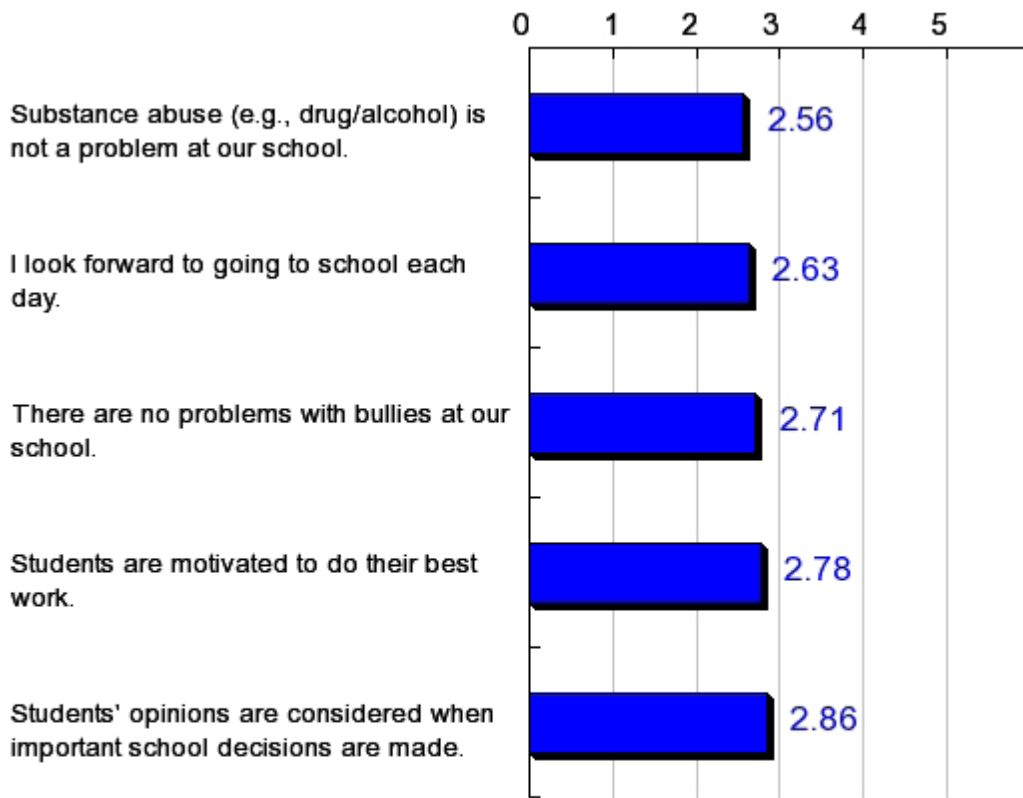
N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

Central City High School  
Student Survey  
Bottom Five Items



SA - Strongly Agree - 5

A - Agree - 4

N - Neutral - 3

D - Disagree - 2

SD - Strongly Disagree - 1

NA - Do Not Know/Not Applicable - No Weight

## **CENTRAL CITY H.S. GRADUATE FOLLOW-UP FROM THE CLASS OF 2006**

**We had 56 students graduate from the class of 2006. Of the 56 students surveyed, 14 former students responded, with a 25% return rate.**

Present Status:    Employed full time\_\_\_\_ Type of work\_\_\_\_\_

                          Unemployed \_\_\_\_\_ Attending School \_\_\_\_\_ if so where\_\_\_\_\_

                          Military\_\_\_\_\_

**Of those that returned the survey, twelve individuals indicated that they were full time students in college, with many working part-time. One student was in college full time and also in the military. One student was in the military full time.**

Post High School Training:

                          College    \_\_        No. of years\_\_ Graduated\_\_ Major\_\_\_\_\_

Trade School (Art, Beauty, etc.)\_\_    No. of years\_\_ Graduated\_\_ Major\_\_\_\_\_

                          Military    \_\_        No. of years\_\_

**These individuals are enrolled in the following programs of study: firefighting, diesel technician, military science, business administration, journalism, accounting, actuarial science, early childhood education, secondary education, postsecondary education, occupational therapy, physical therapy, radiology, and nursing.**

What career goals did you have at the time you graduated from Central City High School?

- “Be successful...”
- “Military officer...”
- “Pilot...”
- “Nursing...”
- “Mathematics...”
- “Architectural engineering...”
- “Business...”
- “Occupational therapy...”
- “Physical therapy...”
- “Undecided...”
- “Early childhood education...”
- “Journalism...”
- “Attend college...”
- “Clinical psychologist...”
- “Health field...”
- “Dental assisting...”

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2006**

What career are you pursuing now?

- “Radiology or nursing...”
- “Occupational therapy...”
- “Teaching...”
- “Military officer...”
- “Pilot...”
- “Diesel Technician...”
- “College professor or high school teacher...”
- “Actuarial science...”
- “Accounting...”
- “Business management...”
- “Elementary education...”
- “Social work...”
- “Early childhood education...”
- “Firefighting...”
- “A military career...”
- “Physical therapy...”

Please rate the preparation received in Central City High School for continuing your education, if applicable:

**Note: The numbers indicate the total number of responses from the individuals surveyed.**  
2 Excellent 6 Good 6 Average 0 Poor

Please rate the preparation received in Central City High School for entering the “World of Work”:

**Note: The numbers indicate the total number of responses from the individuals surveyed.**  
0 Excellent 4 Good 6 Average 0 Poor 4 N/A

Which programs at Central City High School have since been the most useful to you?

**Note: The numbers indicate the total times each program was checked by those surveyed. Those surveyed usually checked more than one program that had been useful to them.**

Agriculture	<u>2</u>	Spanish	<u>1</u>	Family Consumer Science	<u>    </u>
Art	<u>1</u>	Science	<u>8</u>	Trades and Industry	<u>2</u>
Business	<u>1</u>	Music	<u>3</u>	Athletics	<u>2</u>
English	<u>7</u>	Drama	<u>    </u>	Physical Education	<u>2</u>
Math	<u>9</u>	Computer	<u>8</u>	Social Studies	<u>5</u>
Leadership Clubs (ex: FFA, Student Council, Speech, and Cheerleading)				<u>3</u>	<u>Tri-M and FFA</u>

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2006**

Please rate your high school training in these areas:

**Note: The numbers indicate the total number of responses from the individuals surveyed.**

	Excellent	Good	Average	Poor
Writing skills	<u>4</u>	<u>7</u>	<u>2</u>	<u>1</u>
Oral Language	<u>1</u>	<u>6</u>	<u>7</u>	—
Math skills	<u>4</u>	<u>6</u>	<u>3</u>	<u>1</u>
Science	<u>3</u>	<u>9</u>	<u>2</u>	—
Computer skills	<u>4</u>	<u>6</u>	<u>4</u>	—
Responsible citizenship	<u>5</u>	<u>3</u>	<u>4</u>	<u>1</u>

What was the most important benefit you derived from high school?

**“Getting my high school diploma...”**

**“My upper level math courses were taught in a way that I could understand, and it is because of these classes that I became interested in a career in math...”**

**“Time management...”**

**“English – I never knew how many schools have terrible English teachers until I came to college. Other students had no idea how to write essays, neither the format nor basic writing skills...”**

**“Industrial Technology courses and discussions in Technical Reading/Writing classes...”**

**“My science teacher for chemistry and physics had the ability to make me interested in science, even when (as I have found in college) science is not one of my strong points...”**

**“I received a good overall background education for entering college. I felt prepared in my classes from the education that I received in high school...”**

**“A former girlfriend...”**

**“Taking the time to get help when needed is always essential to good grades...”**

**“British Literature class taught me how to succeed in college. This class challenged me and looking back, I know I would not have been as prepared for my English courses in college if I had not had this class...”**

**“History – a practical knowledge of the political environment/system... video productions...”**

**“My computer classes – the classes I have taken in college were fairly easy because I already knew what I was doing for the most part...”**

**“Ability to write papers...”**

**“Math classes were good...”**

**“English – a good grasp on esoteric writing/scholastic writing/critical reading...”**

**“General studies...”**

**“Leadership skills...”**

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2006**

What, if any, was the most serious weakness of your high school experience?

**“Personal Finance...”**

**“I wish there was a community service requirement for graduation...”**

**“I felt like I was not as prepared as I needed to be in writing papers...”**

**“Social skills and group work...”**

**“Math...”**

**“Technology...”**

**“English...”**

**“I wish that we would have covered more on giving speeches...”**

**“Multiple teacher changes in different courses...”**

**“Some staff..”**

**“The fact that all high school courses had so many grades that the overall grade wasn’t as affected by one really poor grade...”**

What course(s) would you like to have taken?

**“More business courses...”**

**“Spanish...”**

**“Statistics...”**

**“More woods classes...”**

**“Upper level Spanish classes...”**

**“More physical education...”**

**“Drafting...”**

**“AP courses...”**

**“More technology classes...”**

**“Foreign language other than Spanish...”**

**“More college credit courses...”**

**“More welding classes...”**

**“More science classes...”**

**“Accounting...”**

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2006**

Do you have any ideas to improve the overall operation of Central City High School for the greatest educational benefit?

**“Physical fitness...”**

**“More technology classes...”**

**“Actually go back to using math books and not a computer program. College math teachers complain loudly about high schools who use “multiple choice” math programs. I actually ran into a teacher who said “no wonder you don’t get log rhythms...”**

**“Foreign language classes other than Spanish...”**

**“Less emphasis on athletic programs and athletes, more emphasis on academics...”**

**“More Fine Arts classes – they are actually required in college...”**

**“I would suggest trying to implement an AP Program at Central City. Taking Algebra I in 8<sup>th</sup> grade is effective, but expanding to other subjects would give college bound students at Central City an easier transition to college...”**

**“Offer more technical trades classes...”**

**“Make sure everyone meets at least once a year with the counselor so their future goals are on track. Also so if anyone has any questions they can address them because some students might not come in on their own...”**

**“More classes involving computers...”**

General comments:

**“Discussions in Technical Reading/Writing classes were inspirational...”**

**“In college I felt more prepared for essay tests and research papers than 90% of my classmates thanks to my British Literature class...”**

**“Speak more about the opportunities in military service...”**

**“CCHS is pretty cool!”**

## CENTRAL CITY H.S. GRADUATE FOLLOW-UP FROM THE CLASS OF 2007

**We had 57 students graduate from the class of 2007. Of the 57 students surveyed, 8 former students responded, with a 14% return rate.**

Present Status:    Employed full time \_\_\_\_\_ Type of work \_\_\_\_\_  
                          Unemployed \_\_\_\_\_ Attending School \_\_\_\_\_ if so where \_\_\_\_\_  
                          Military \_\_\_\_\_

**Of those that returned the survey, six individuals indicated that they were full time students in college, with many working part-time. Two students are now working full time.**

Post High School Training:

                          College    \_\_\_        No. of years\_\_ Graduated\_\_\_ Major \_\_\_\_\_  
Trade School (Art, Beauty, etc.)\_\_ No. of years\_\_ Graduated\_\_\_ Major \_\_\_\_\_  
                          Military    \_\_\_        No. of years\_\_

**These students have attended college in the following majors/programs of study:  
Pre-pharmacy, accounting, management information systems, business administration, cosmetology,  
speech-language pathology, pre-nursing, nursing assistant, and medication aide.**

What career goals did you have at the time you graduated from Central City High School?

**“Become a cosmetologist...”**

**“I knew I was going to go to college, but I may not have been positive what I wanted to go into. I knew I was going to graduate from college with a degree to have a successful career...”**

**“To become a pharmacist...”**

**“I wanted to go to school for business (accounting)...”**

**“To graduate from college with a computer science degree...”**

**“Nursing or criminal justice...”**

**“To attend college, was undecided on a major...”**

**“Go to a university to complete my prerequisites and then apply to a nursing school...”**

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2007**

What career are you pursuing now?

- “Business...”
- “Clinical Speech-Language pathologist...”
- “Nursing...”
- “Daycare...”
- “A career in business, accounting, or management of computer systems...”
- “Cosmetology...”
- “Secretary...”
- “I would like to become a Physician’s Assistant...”
- “Food service manager...”
- “Pharmacy...”

Please rate the preparation received in Central City High School for continuing your education, if applicable: `

**Note: The numbers indicate the total number of responses from the individuals surveyed.**

  2   Excellent   5   Good   \_\_\_   Average   \_\_\_   Poor   1   No Answer

Please rate the preparation received in Central City High School for entering the “World of Work”:

**Note: The numbers indicate the total number of responses from the individuals surveyed.**

  \_\_\_   Excellent   4   Good   1   Average   \_\_\_   Poor   3   No Answer

Which programs at Central City High School have since been the most useful to you?

**Note: The numbers indicate the total times each program was checked by those surveyed. Those surveyed usually checked more than one program that had been useful to them.**

Agriculture	<u>  1  </u>	Spanish	<u>  1  </u>	Family Consumer Science	<u>  ___  </u>
Art	<u>  1  </u>	Science	<u>  6  </u>	Trades and Industry	<u>  ___  </u>
Business	<u>  3  </u>	Music	<u>  1  </u>	Athletics	<u>  4  </u>
English	<u>  3  </u>	Drama	<u>  ___  </u>	Physical Education	<u>  1  </u>
Math	<u>  6  </u>	Computer	<u>  4  </u>	Social Studies	<u>  ___  </u>

**Leadership Clubs Student Council, National Honor Society, and FFA**

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2007**

Please rate your high school training in these areas:

**Note: The numbers indicate the total number of responses from the individuals surveyed**

	Excellent	Good	Average	Poor
Writing skills	<u>3</u>	<u>5</u>	—	—
Oral Language	<u>2</u>	<u>4</u>	<u>2</u>	—
Math skills	<u>3</u>	<u>5</u>	—	—
Science	<u>2</u>	<u>5</u>	<u>1</u>	—
Computer skills	<u>2</u>	<u>6</u>	—	—
Responsible citizenship	<u>5</u>	—	<u>3</u>	—

What was the most important benefit you derived from high school?

**“How to be involved in many activities... How to prioritize my time...”**

**“Academic skills...”**

**“Consumer Math really taught *real world* math. I use it every day.”**

**“Any type of math class...”**

**“Yearbook – I had a leadership position which was very beneficial. I had deadlines and it made me be organized.”**

**“Good work ethic through athletics...”**

**“The teamwork, leadership, and responsibility put into athletics...”**

**“Because CCHS is a fairly small school, being able to work closely with classmates and teachers has been very beneficial. The medical field depends heavily upon working as a team and learning how to work with other individuals in high school was a good experience.”**

**“How to be involved in many activities...”**

**“How to prioritize my time...”**

What, if any, was the most serious weakness of your high school experience?

**“Chemistry and chemical equations, but the science teacher was always there to help. He was a great teacher.”**

**“I felt a bit underprepared for some geography/history material and with interacting with large groups of people – ex: giving a presentation in front of a large body of students.”**

**“Writing papers...”**

**“Science never made any sense to me...”**

**“None that I can think of...”**

**CENTRAL CITY H.S. GRADUATE FOLLOW-UP (continued)  
FROM THE CLASS OF 2007**

What course(s) would you like to have taken?

**"I wish I would have continued on with Spanish 3 and 4."**

**"Physics..."**

**"An art class..."**

**"I don't think that I would take any classes that I didn't already take in high school. I was pleased with the classes that I took in high school."**

**"More business courses..."**

**"None..."**

Do you have any ideas to improve the overall operation of Central City High School for the greatest educational benefit?

**"Getting kids involved in everything. It has helped me to stay busy, have a better work ethic, and be responsible..."**

**"Is there a geography class? I felt like I learned so much when I took one in college. I gained a basic knowledge of where all the places spoken about in the news are in the world. It is very important."**

**"Okay the way it is..."**

**"None..."**