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Nebraska Accredited

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CENTRAL CITY PUBLIC SCHOOLS ANNUAL REPORT 2010-2011

School District Overview

The Annual Report is normally sent during the summer. Because the Nebraska Department of Education did not release testing information until this fall we have consolidated the annual report with important information normally included in the November Newsletter.

The 2010-2011 annual report provides a snapshot of the school district and information about various programs and services for the students of our district. It is a glimpse of the progress our schools continue to make and it will help you see how well our school is meeting state and federal expectations on student performance and school quality. We use student assessment and program evaluation data to improve curriculum, instruction, school climate, organization and management to advance student learning -- continuous improvement

"The mission of Central City Public Schools is to educate, challenge, and prepare students with life-long skills for the world around them." This mission illustrates the guiding principal of our district -- providing excellence in education for students. The annual report provides information about how well our district is doing, where it is succeeding, and where there is room for improvement.

Central City Public Schools takes great pride in the achievements of our students and is pleased with the academic growth we see through the efforts of our students, staff, parents and community. The supportive community is the backbone of our schools. Their commitment to education can be seen in our beautiful school facilities. The Central City Public Schools offer a comprehensive program for students in grades preschool through twelfth grade. These programs cover a wide range from the "basics" to vocational, special education, computer education, and college level courses.



From the Superintendent's Office

I am very excited to share the information provided in the Annual Report with all of the patrons of the Central City Public Schools district. This report provides the reader with information that includes demographic information, enrollment figures, financial data, personnel data, student achievement information and much more. Much of this information is required by the Nebraska Department of Education, while other data is included that may be of interest to the reader.

Central City Public Schools have many accomplishments to be proud of. This report reflects many of the accomplishments that occurred during the 2010-2011 school year. These accomplishments would not be possible without the hard work and dedication of many people in our schools and community. We appreciate all of the people who are helping with the education of CCPS students.

District employees are working hard to make our schools the best that they can be for all of our students. In this report you will be able to identify specific school demographics. What the report cannot show is the determination of the faculty and staff to help each child find success.

Central City Public Schools offer a comprehensive program for all students and we strive to help our students find success not just in school but throughout their lives.

Please feel free to contact me with your comments and suggestions. We are very interested in providing our community with schools that meet the needs of our students and continue to make us all proud of their many accomplishments.

Dr. Candace Conradt
Superintendent

**SCHOOL DISTRICT DEMOGRAPHICS
 Pre-K-12**

2010-2011 Resident Enrollment.....	749	ENROLLMENT BY BUILDING	
Option Students who enrolled in the district	61	Elementary Grades K-4 & Preschool	317
Option Students who left the district	47	Middle School grades 5-8	198
Number of Certificated Personnel	65	Senior High School grades 9-12	234
Number of Support Staff	55		

FINANCIAL DATA

Annual cost per student 2009-2010 ADM	\$ 10,401.19
2010-2011 General Fund Budget	\$ 9,671,900.00
2010-2011 School District Valuation	
Central City Public School District, 004	\$470,917,107.00
Marquette Public School District, 001 Affiliation Portion	\$ 41,621,592.00

TOTAL 2010-2011 VALUATION\$512,538,699.00

General Fund Levy 2010-2011	1.0618
Original Bond Amount for Middle School Construction	\$3,990,000
Refunding Bond Amount for Middle School	\$2,300,000
Original Bond Amount for Performing Arts Center Construction	\$4,650,000
District Geographic Size Square miles	244

SCHOOL DISTRICT'S PROFESSIONAL STAFF

Number of Staff with Doctorate Degrees	1
Number of Staff with Specialist Degrees	0
Number of Staff with Masters Degrees	24
Number of Staff with Bachelors Degrees	40
Number of Nurses (LPN)	1
Total Number of Certificated Staff	65
Average Years of experience of Certificated Staff	17.48

Distinguishing Characteristics

The Central City Public School District is accredited by the Nebraska State Department of Education as well as a regional accreditation agency, The North Central Association of Colleges and Schools. The North Central Association has accredited the Central City Senior High School for 95 years. The Elementary and Middle School received North Central Accreditation in 1983. North Central is one of 7 regional accreditation agencies in the United States that offers voluntary accreditation to public schools as well as certain categories of post-secondary schools.

The Central City Public Schools has been involved in an extensive school improvement project based on Effective Schools Research for the past 20 years. This has allowed the school to apply for various state and federal grants.

The Central City Public Schools is a Class III Public School as designated by the Nebraska Department of Education. The Senior High School belongs to the Central Conference and participates in most activities sponsored by the conference, including such activities as speech, drama, music as well as a full array of athletic activities.



Board of Education

The Central City Public Schools is governed by the Central City Board of Education. Six members are elected at large for a four year term. The board members are nonpartisan. Three board members are elected every two years.

The regular board meetings are held on the third Monday of the month. The meetings are scheduled for 8:00 p.m. during June, July and August and 7:00 p.m. during the remaining months. Agendas are available in the superintendent's office on the Friday preceding the board meeting. Copies are also available at the meeting.

The board meetings are held in the Central City Public Schools Board of Education room at the elementary school campus at 1711 15th Avenue. Board meetings are open to the public. Notice of the regular meetings are posted in the central office, courthouse, and city hall.

In order to have an item placed on the agenda, an oral or written request must be made at the superintendent's office three business days prior to the scheduled meeting. The board of education asks that the request should include the name, telephone number and address of the person making the request; the name of the organization or group represented, if any; and a statement of action to be requested by the board; as well as any pertinent background information leading to the request.



The Mission of Central City Public Schools is to educate, challenge, and prepare students with life-long skills for the world around them.

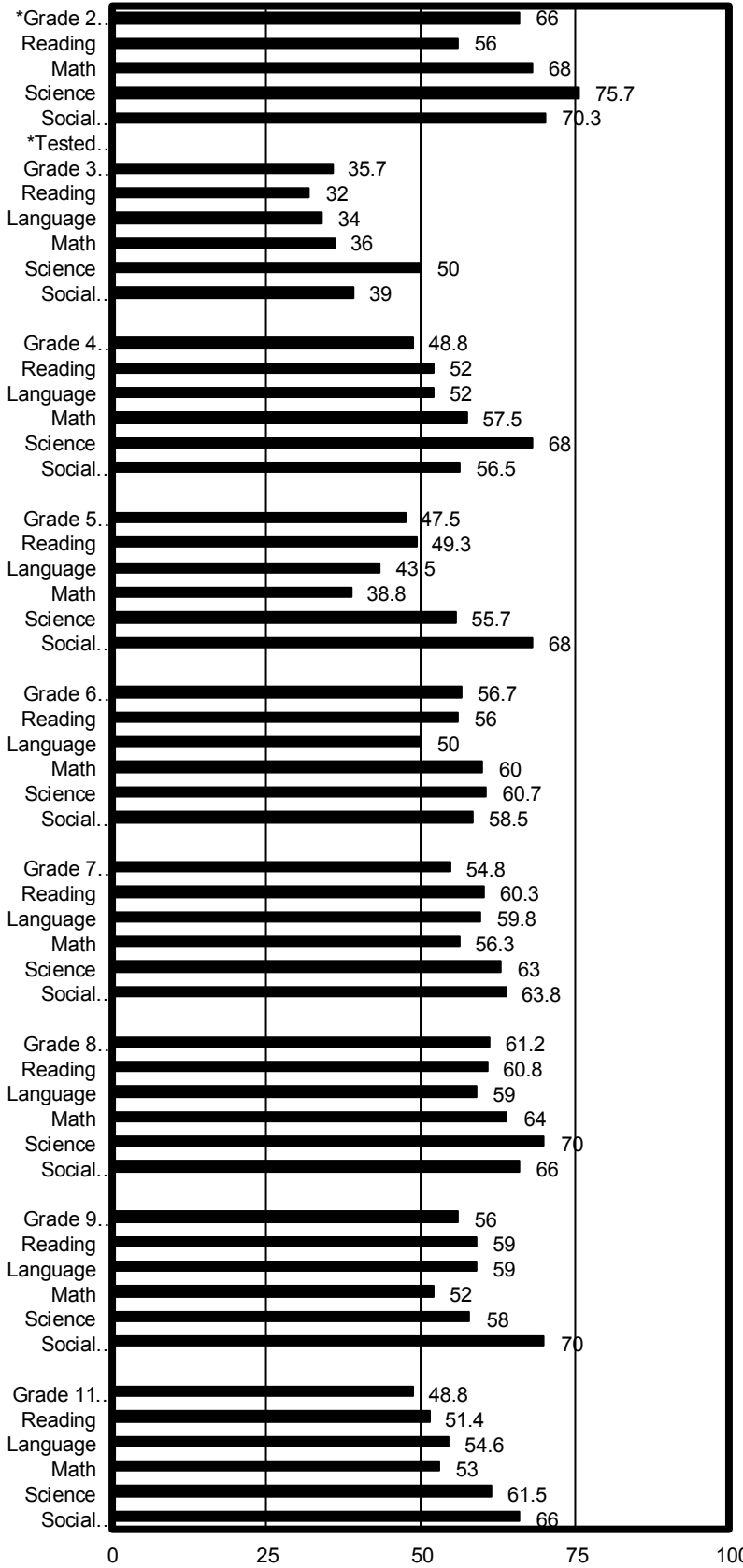
Governing Values of the Central City Public Schools

C-Community and Family

C-Commitment

P-Pride

S-Success



TerraNova

TerraNova achievement tests are given to the students at Central City Public Schools every year. Last year testing was moved to the fall for the first time; however, 2nd graders still tested in the spring. TerraNova is a more student-friendly type of achievement test with a Latin name meaning "new ground." TerraNova results are used in conjunction with other student data to help monitor student progress in school. These scores also provide initial screenings for the President's Education Awards, Student/Teacher Assistance Teams, Title I, and resource services.

The TerraNova is a battery of norm-referenced, standardized tests in basic curriculum areas designed to survey students' general academic achievement. The contents of the TerraNova are based on learner objectives most commonly taught in the United States, although specific test questions may or may not be covered by the Central City Public School's curriculum.

The results are reported in percentiles. Percentile scores range from 1 - 99. The group percentile scores indicate how well a group of students scored on the tests in comparison to other students in the same grade across the country. For example, the Total Score for our students in 3rd grade is at the 66th percentile. This means as a group, these students scored better than 66 percent of the students across the nation in grade 3, or in the average range.

The graph indicates the scores of all of our students by grade level, with the exception of three students that were given alternative assessments. Grade level scores are based upon a special average of scores from the reading, language arts and math tests. Special education group scores will not be reported here separately due to the small number of students that this involves. Copies of group scores are available in the school offices for viewing by our patrons.

Title One Qualifications

Report to the School District Board of Education, staff, parents, patrons of the Central City Public Schools as outlined in Section 1119 of the No Child Left Behind Act (NCLB):

The qualifications of Title One program personnel in the Central City Public School for the 2010 - 2011 school year.

Marisa Carson Position:

Title One Teacher – NE Standard Teaching Certificate – Specialized Areas:

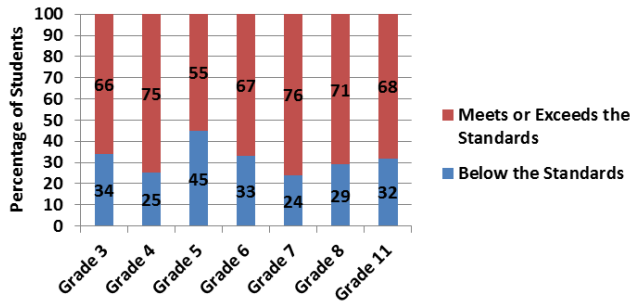
Elementary Education, K-8
BS – Dual Major in Elementary Education and Human Development

MA—Curriculum Development

NDE State Assessments & State of Schools Report

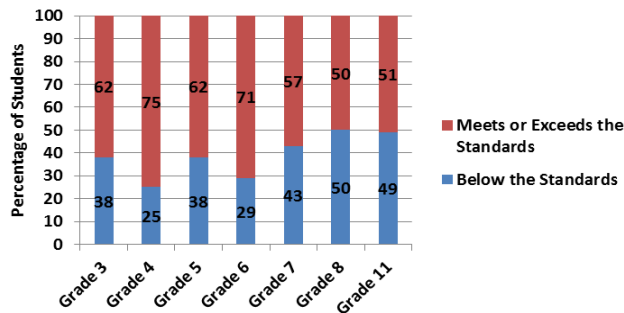
Achievement of student learning is measured and reported in many ways. We give and report information from norm-referenced tests, such as the Terra Nova and the PLAN. We report information from our students who take the ACT, the most common college entrance exam taken by Nebraska students. Students receive grades and marks from classroom-based assessments, including assignments, quizzes, projects, and tests. We measure students' learning of our district curriculum through a variety of assessments, including the criterion-referenced tests (CRTs). All of these pieces of data, and many others, contribute to an overall picture of the accomplishments of our students as a group and of each individual student. We use this information to make decisions about revision of curriculum, changes in instructional practices, and interventions or next steps for individual students.

NeSA Reading Spring 2011



Last Spring students in grades 2-8 & 11 were required to take the Nebraska State Assessments (NeSA) in Reading and Math and students in grades 4 & 8 were required to take the NeSA writing assessment. The graphs below indicate the percentage of students who met or exceeded the standards on the NeSA State Assessments given during the spring of 2011.

NeSA Math Spring 2011

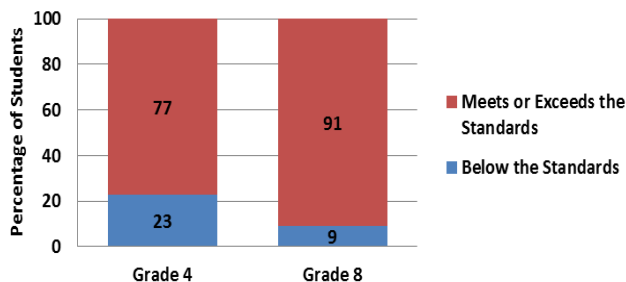


We know that every school has room for improvement. We improve student learning through the review of student data, professional learning communities, identifying the learning style of every child, and using research based instructional strategies.

On October 19, 2011 the Nebraska Department of Education published the 2010-2011 State of the Schools Report, often referred to as the State Report Card. This site gives parents and patrons information about standard assessment on the state, district, and local level. To access this information, navigate to the following site: <http://www.education.ne.gov/>

On the left side of the opening page click on State of the Schools Report then on the next page click on the 2010-2011 Report. Identify the school district (Central City Public Schools) and click on Search. Central City Public Schools link will appear and let you view details about the district's profile and student performance.

NeSA Writing Spring 2011



Parents are a very important part of the educational process. We encourage parents to be an active partner in their child's education by:

- Reviewing your child's homework and test results
- Supporting and reinforcing your child's good study habits
- Making sure your child is prepared and attends school every day

Feel free to call or email if you have any questions or concerns.

Dr. Candace Conrad
Superintendent

CENTRAL CITY H.S. GRADUATE FOLLOW-UP FROM THE CLASS OF 2008

We had 62 students graduate from the class of 2008. Of the 62 students surveyed, 10 former students responded, with a 16% return rate.

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

Of those that returned the survey, eight 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 attended college in the following majors/programs of study: Fire Technology, Sports Management, Nursing, Anesthesia, Cosmetology, Utility Line, Finance, Accounting, and American Studies.

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

- “Nursing school...”
“Graduate from college...”
“Get into a great school and go into art...”
“High school vocal music teacher...”
“Become a utility line worker...”
“Go to school and figure it out...”
“Finance/accounting...”
“Bachelor’s in nursing and anesthesia...”
“I was planning on being a family physician...”

What career are you pursuing now?

- “Utility line...”
“Not sure, more education...”
“Now at nursing school...”
“I’m in a good school and soon I’m going to start at an art school...”
“Bachelor’s in nursing and anesthesia...”
“Finance/accounting...”
“I am currently getting my Associates Degree in Nursing. I may go back to school after this year to get my Bachelor of Science in Nursing. I am currently working as a LPN in a hospital...”
“Finance...”
“Still in college...”

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 3 Good 4 Average 1 Poor 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. 1 Excellent Good 5 Average 2 Poor 2 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.

Table with 4 columns: Program Name, Count, Program Name, Count. Rows include Agriculture (1), Art (3), Business (1), Spanish (3), Science (2), Music (2), Family Consumer Science, Trades and Industry, and Athletics (3).

English	<u>3</u>	Drama	<u>1</u>	Physical Education	<u>1</u>
Math	<u>8</u>	Computer	<u>6</u>	Social Studies	<u>2</u>

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>1</u>	<u>5</u>	<u>3</u>	<u>—</u>
Oral Language	<u>1</u>	<u>3</u>	<u>3</u>	<u>2</u>
Math skills	<u>2</u>	<u>5</u>	<u>2</u>	<u>—</u>
Science	<u>2</u>	<u>3</u>	<u>2</u>	<u>1</u>
Computer skills	<u>2</u>	<u>4</u>	<u>3</u>	<u>—</u>
Responsible citizenship	<u>3</u>	<u>1</u>	<u>4</u>	<u>—</u>

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

“I felt close to the teachers. They helped me with most anything that I needed help with...”

“High school diploma...”

“I really felt prepared for college because of my English classes. I was prepared to write papers in the correct format. They were easy for me because of CCHS’s English classes...”

“My science classes, especially chemistry, really prepared me for college chemistry courses!”

“It helped shape who I was and who I am today...”

“Math and Spanish classes – both of these departments prepared me for follow-up courses in college...”

“Time management skills...”

“Art skills...”

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

“Science classes – physical science was good, but other Science classes were poor. I felt very unprepared in my college science classes...”

“Public speaking...”

“Writing! In English classes at CCHS we learned to write political science papers (i.e. pick a topic and argue it using data).

For an English paper in college you have to stay very close to the text and make your argument through their argument.”

“I am not very good at public speaking and I didn’t feel like we had to complete many speeches at CCHS...”

“The principal needs to show more respect to others...”

“Oral language...”

“Studying...”

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

“A different language other than Spanish...”

“I would have loved to take the college courses that are offered now, like medical terminology. I also would have liked to take psychology, accounting II, and personal finance. I think that offering/requiring a finance class is a great idea!”

“Spanish...”

“AP classes...”

“I would have loved to have taken the first American History course in high school...”

“A foreign language other than Spanish, starting at a younger age...”

“Woods...”

“I took all that I wanted to take...”

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

“Make students write papers in all of the core humanities classes – English, History, Science...”

“I think that rewarding students who work hard and are respectful would be a good idea. Sometimes my mind could have benefitted from a break during the day. I would also suggest offering college courses because that will prepare many students for college!”

“Students should know that you almost never take more than one exam for a class in college, but you will write 3-4 papers for that class...”

“Have better science classes and teachers...”

“Have all teachers have a better understanding of disabilities...”

General Comments:

“Overall I am very pleased by how prepared I was for college and the workforce, all because of my education at CCHS. I often brag about how great my teachers were and the things that I learned at CCHS...”

“Start being more green – recycling!”

