

# CENTRAL CITY PUBLIC SCHOOLS ANNUAL REPORT 2011-2012

North Central Accredited

Nebraska Accredited

## School District Overview

The 2011-2012 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

Dr. Candace Conratt, Superintendent  
Shawn McDiffett, Senior High Principal  
Darron Artl, Middle School Principal  
Rod Engel, Elementary Principal  
Justin Anderson, Activities Director

*"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.

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.

This report has been prepared as an extensive picture of public education in Central City. We realize that the total picture cannot be told in percentages, numbers and graphs. The quality of any school is primarily developed in the daily interaction between teachers and students. We encourage you to visit our schools and get involved in the educational process.

### Board of Education

Dale Palser, President  
Kent Malm, Vice-President  
Steve Belitz, Secretary  
Lisa Wagner, Member  
Brad Wells, Member  
Kara Wells, Member



*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

### From the Superintendent's Office

I am pleased 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 2011-2012 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.

We know that every school has room for improvement. We continue to strive for improvement by reviewing student data, and identifying the learning style of every child. Appropriate intervention strategies are then applied to allow for success of students. CCPS has implemented several changes in reading and math programs beginning with the 2012-13 school year.

What the report cannot show is the determination of the faculty and staff to help each child find success.

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 each day.

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*

Schools and educational institutions that achieve high levels of success and hold themselves accountable to rigorous standards of effectiveness are able to earn recognition and accreditation. Central City Public School earned the distinction of **District Accreditation** in August of 2011. AdvancED is a global accreditation institution that recognizes and supports high quality schools and educational institutions.



#### 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 2011 - 2012 school year.

Marisa Carson	Position: Title One Teacher – Nebraska Standard Teaching Certificate – Specialized Areas: Elementary Education, K-8
	BS – Dual Major in Elementary Education and Human Development – MA in Curriculum Development

**2011-2012  
SCHOOL DISTRICT DEMOGRAPHICS  
Pre-K-12**

2011-2012 Resident Enrollment.....	742	<b>ENROLLMENT BY BUILDING</b>	
Option Students who enrolled in the district .....	56	Elementary Grades K-4 & Preschool.....	322
Option Students who left the district .....	39	Middle School grades 5-8 .....	205
Number of Certificated Personnel .....	65	Senior High School grades 9-12 .....	215
Number of Support Staff .....	65		

**FINANCIAL DATA**

Annual cost per student 2011-2012 ADM .....	\$	12,341.00
2011-2012 General Fund Budget .....	\$9,265,850.00	
<b>2011-2012 School District Valuation</b>		
Central City Public School District, 004 .....	\$479,371,354.00	
Marquette Public School District, 001 Affiliation Portion .....	\$ 46,555,112.00	
<b>TOTAL 2010-2011 VALUATION .....</b>	<b>\$525,926,466.00</b>	
General Fund Levy 2011-2012.....	1.0681	
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.....	14.63

**BOARD OF EDUCATION**

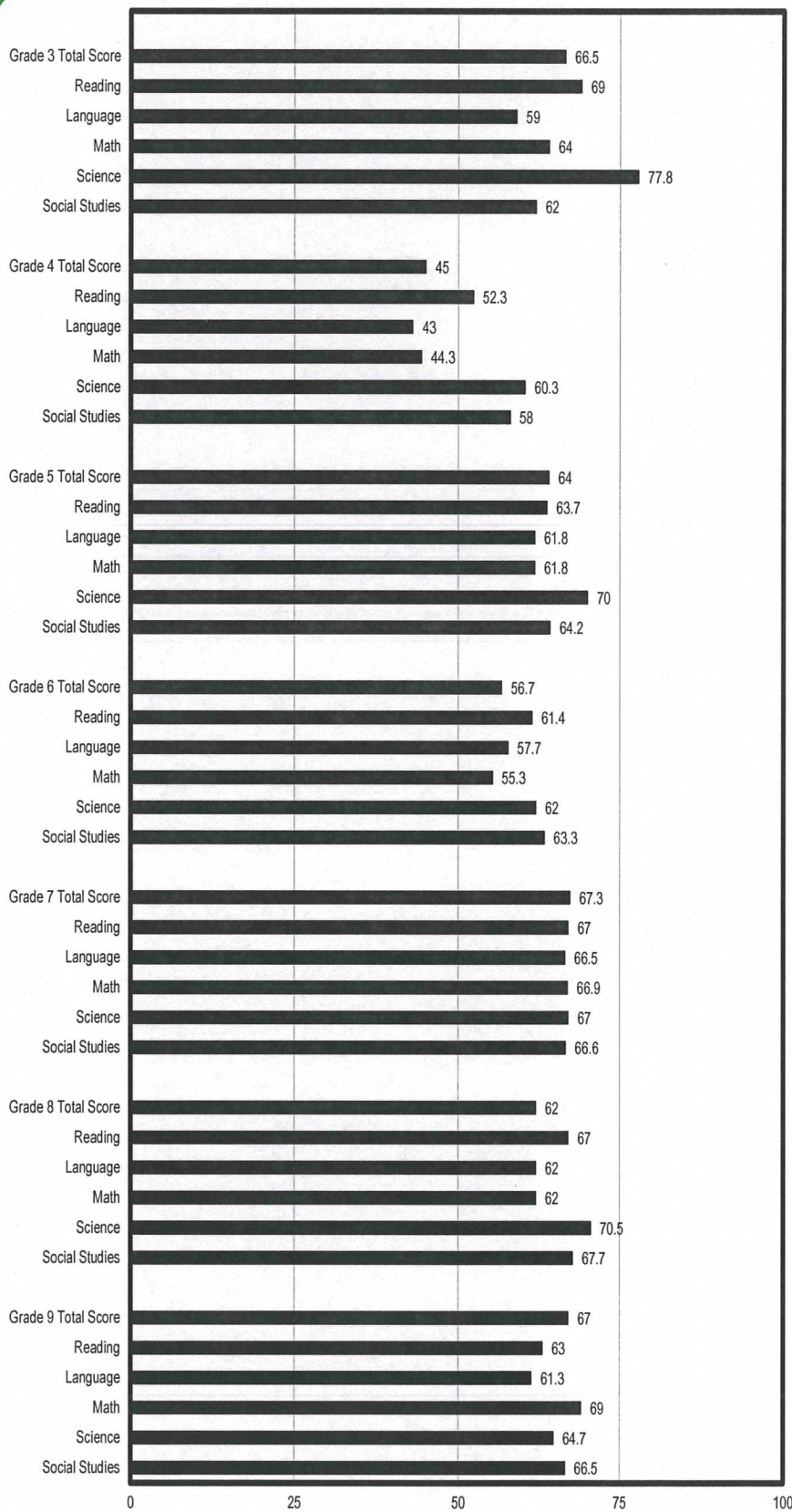
The Central City Public Schools is governed by the Central City Board of Education. Six members are elected at large for a four year term. The board members are nonpartisan. Three board members are elected every two years.

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.





## TerraNova

In the fall of every year, the TerraNova Third Edition is given to the students at Central City Public Schools. 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 Assistance Teams, Title I, and special education services.

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 median national percentiles which range from 1 - 99. The median national 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 9<sup>th</sup> grade is at the 67<sup>th</sup> percentile. This means as a group, these students scored better than 67 percent of the students across the nation in grade 9, or in the solid average range.



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>4</u>	Spanish	<u>1</u>	Family Consumer Science	<u>1</u>
Art	<u>1</u>	Science	<u>5</u>	Trades and Industry	<u>1</u>
Business	<u>4</u>	Music	<u>1</u>	Athletics	<u>6</u>
English	<u>5</u>	Drama	<u>1</u>	Physical Education	<u>4</u>
Math	<u>6</u>	Computer	<u>6</u>	Social Studies	<u>2</u>

Leadership Clubs FFA 4; National Honor Society 1; Student Council 1

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	N/A
Writing skills	<u>4</u>	<u>6</u>	–	<u>1</u>	–
Oral Language	<u>2</u>	<u>8</u>	<u>1</u>	<u>2</u>	–
Math skills	<u>5</u>	<u>4</u>	<u>2</u>	–	–
Science	<u>3</u>	<u>6</u>	<u>2</u>	–	–
Computer skills	<u>2</u>	<u>7</u>	<u>2</u>	–	–
Responsible citizenship	<u>5</u>	<u>3</u>	<u>2</u>	–	–

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

“The leadership and drive that I gained through my athletic career...”

“College credit classes...”

“Being involved in different organizations... Having a variety of leadership experiences has given me a foundation to build off of as I continue my education and involvement on campus.”

“Dual credits”

“Leadership skills gained through the FFA and the agricultural leadership programs in general.”

“A good well balanced education to help me with the choices that life presents me.”

“Working while in school – I learned to take on responsibilities...”

“Oral language, leadership...”

“Time management skills, study skills...”

“Words from teachers/coaches... It’s all about who you know and although academics are stressed, coaches helped me to realize this concept.”

“Learning how to balance work and school at the same time...”

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

“Math - mostly my own fault and something I continue to struggle with...”

“English, but I just have poor grammar. My senior English teacher helped me in that area a lot.”

“Personally, school was too easy academically; although college classes can be easy, they usually take a lot more work and focus to succeed.”

“Emphasis should be placed on connections with people. It’s so important for the future...”

"Not being a good studier. That hurt me the most in college."

"Math..."

"Underfunding and under appreciation of the Arts and FFA... Thank goodness for the Performing Arts Center!"

"School spirit..."

"The most serious weakness I feel can't be solved by the school. Personally I feel the national government concerning school issues is a bit of a joke..."

"Towards the end I was getting excited about getting done and I wasn't working toward my full potential."

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

"Advanced Biology..."

"I would have loved to take more Art, Chemistry, and a diverse range of Agriculture classes – most of which did not fit in with scheduling."

"A college writing class..."

"A harder science course... I had good general knowledge, but did not feel totally prepared for my first General Chemistry course in college."

"Agriculture Education..."

"Business Law, Accounting..."

"Business courses..."

"Sociology..."

"Coaching, Marketing, and more Business courses..."

"Physics and Advanced Chemistry..."

"More science courses... I know that most students would not take them, but future college science majors would have benefitted a lot. Most of my honor student friends had high school Anatomy and Physiology Biology classes equal to 200 level college classes."

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

"Don't allow early dismissal for seniors. Make them take courses; they may need the knowledge later in life."

"I feel that harder junior and senior level classes would cause students to form proper study habits in high school and not get destroyed on their first college test. The other harder thing to change is students' attitudes. It seems like a large portion of students didn't take high school and their education serious enough."

"Have more college credit classes available."

"Although they have to be limited, continue to offer more courses that help students decide what they want to be when they grow up..."

"If any way legally, drug test more students and/or perform more searches."

"The school needs to work together more as one, instead of everything being separate; this would promote more pride and togetherness which would be good for school spirit."

General Comments:

"I liked most all of the teachers. The agriculture and industrial technology teachers were great!"

"My high school experience didn't involve a lot of alcohol or drugs in school, but that may be an issue now. Stop stressing bullying. It doesn't really happen. Focus on drug and alcohol problems."

"The high school counselor was amazing. She was very helpful in preparing me for college, the ACT, and the military."

"More community service would have boosted my résumé for college. Perhaps NHS could do more community service projects."

**Nebraska Performance Accountability System  
Central City Public Schools  
2011-12**

The Nebraska Department of Education has released its annual State of the Schools Report – a report that contains an almost overwhelming amount of numbers, rankings, labels and information.

The NePAS, Nebraska Performance Accountability System, is in effect for the first time this year. After Nebraska moved from the previous assessment system, STARS, to single, statewide tests in reading, writing, math and science, the state had no state accountability system.

The basis of the new accountability system is NeSA statewide test results, which indicate student learning based on state standards developed to measure career and college readiness. The state's overarching goal for students is that they will be college and career ready when they graduate so they have a successful work, military and/or college experience.

The purpose of NePAS is to inform policy makers, the public and school officials about school district performance.

The Nebraska Performance Accountability System (NePAS) ranks the 249 school districts in Nebraska according to a variety of comparisons in reading, mathematics, science, writing and graduation rates. The new accountability system provides information about the progress of districts by looking at state test scale scores in a category called STATUS as well as IMPROVEMENT and GROWTH.

NePAS ranks districts by the following grade level configurations:

- elementary grade-level configuration (grades 3-5),
- middle school grade-level configuration (grades 6-8)
- secondary grade-level configuration (grades 9-12)
- district configuration (grades 3-12)

And will include:

- **STATUS:** compares the average district NeSA scores in reading, writing (excluding 4<sup>th</sup> grade), math and science.
- **IMPROVEMENT:** compares NeSA reading and math scores for the same grade, year-to-year (different students, example: fourth grade students in 2010-11 to fourth grade students in 2011-12).
- **GROWTH:** compares the reading and math scale scores of the same students, year-to-year (same students, example: fourth grade students in 2010-11 to fifth grade students in 2011-12). Note: A student with a difference in scale score of zero has achieved the growth expected for a single year.
- **GRADUATION RATE:** compares districts by percentage of students graduating within the four-year traditional time frame.
- **PARTICIATION:** percentage of all enrolled students who take the NeSA tests.

What the rankings mean: If 50 districts have the top ranking in the same area, each district will be ranked #1 and the district with the next or second highest rank would be #51.

**STANDARDS**

The scores listed under results column correspond to the exceeds standards, meets standards or below standards chart.

<b><u>Writing</u></b>	<b>Grade 8</b>	<b>Grade 11</b>
Exceeds Standards	55-70	53-70
Meets Standards	40-54	40-52
Below Standards	0-39	0-39

<b><u>Reading, Math, Science</u></b>	<b><u>ALL</u></b>
Exceeds Standards	135-200
Meets Standards	85-134
Below Standards	0-84

**Elementary Grade-Level Configuration**

	Indicator	District Results	State Results	Rank	Total Dis-tricts
	Avg. NeSA Reading	100.23	111.5	213	249
	Avg. NeSA Math	97.58	107.56	205	249
	Avg. NeSA Science	95.08	101.12	186	224
	Avg. NeSA Writing Grade 4 Writing scores not available for 2012				
Improvement	Avg. NeSA Reading	-1.89	4.49	204	248
	Avg. NeSA Math	-1.10	4.62	189	248
Growth	Avg. NeSA Reading	-4.70	6.61	219	243
	Avg. NeSA Math	-5.01	4.41	218	243

**Middle Grade-Level Configuration**

	Indicator	District Results	State Results	Rank	Total Dis-
	Avg. NeSA Read- ing	105.96	112.48	182	249
	Avg. NeSA Math	91.02	103.11	226	249
	Avg. NeSA Science	100.23	99.80	133	234
	Avg. NeSA Writing Grade 8	45.40	44.19	87	231
Improvement	Avg. NeSA Read- ing	-1.24	4.05	193	248
	Avg. NeSA Math	-2.67	4.13	196	248
Growth	Avg. NeSA Read- ing	-2.22	3.71	208	248
	Avg. NeSA Math	-7.39	2.66	232	248

**Secondary Grade-Level Configuration**

	Indicator	District Results	State Results	Rank	Total Dis-
	Avg. NeSA Reading	100.94	101.98	158	227
	Avg. NeSA Math	108.12	95.59	86	227
	Avg. NeSA Science	107.44	98.81	79	227
	Avg. NeSA Writing Grade 11	42.03	44.32	169	226
Improvement	Avg. NeSA Reading	4.41	0.02	78	218
	Avg. NeSA Math	20.54	0.98	24	218
Graduation	Four-Year Cohort	0.98	0.88	5	182

**Central City School District (Grades 3-12)**

	Indicator	District Results	State Results	Rank	Total Dis-
	Avg. NeSA Read- ing	102.64	110.58	207	249
	Avg. NeSA Math	96.78	104.01	211	249
	Avg. NeSA Sci- ence	101.52	99.93	165	249
	Avg NeSA Writing Grades 8 & 11	43.57	44.25	147	249
Improvement	Avg. NeSA Read- ing	-0.87	3.69	199	248
	Avg. NeSA Math	1.92	3.92	142	248
Growth	Avg. NeSA Read- ing	-3.29	4.90	230	248
	Avg. NeSA Math	-6.36	3.37	234	248
Graduation	Four-Year Cohort	0.98	0.88	5	182

## Adequate Yearly Progress

As a condition of receiving federal funds under **No Child Left Behind**, all states are required to define a process for identifying groups of students, schools, districts and the state as being in need of improvement. This requirement is called **Adequate Yearly progress (AYP)**.

**AYP** is an annual measurement of the percent of students proficient using the yearly goals for reading and math.

### AYP Goals

The percent proficient has to increase yearly until 2013-14, when 100% of students need to be proficient.

### School year goals to meet AYP by subject:

<b>Elementary</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Reading	67%	78%	89%	100%
Math	51%	67%	84%	100%
<b>Middle School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Reading	70%	80%	90%	100%
Math	50%	67%	83%	100%
<b>High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Reading	68%	79%	89%	100%
Math	41%	61%	80%	100%

### AYP Status Decision

When a school receives 'Not Met' for two years in a row in the same subject (either reading or math), they are considered "needs improvement".

### Elementary School Federal Accountability District Level

	Rating
<b>Federal Accountability (AYP) 2010-2011:</b>	MET
<b>Federal Accountability (AYP) 2011-2012:</b>	NOT MET
<b>AYP Details 2011-2012</b>	
<b>Reading:</b>	NOT MET
<b>Math:</b>	MET
<b>Other Academic Indicators:</b>	MET
<b>AYP Status Decision for Consecutive Years of Progress</b>	
<b>2010-2011:</b>	MET
<b>2011-2012:</b>	NOT MET

**Middle School Federal Accountability District Level**

	Rating
Federal Accountability (AYP) 2010-2011:	NOT MET
Federal Accountability (AYP) 2011-2012:	NOT MET
<b>AYP Details 2011-2012</b>	
Reading:	NOT MET
Math:	MET
Other Academic Indicators:	MET
<b>AYP Status Decision for Consecutive Years of Progress</b>	
2010-2011:	NOT MET
2011-2012:	NEEDS IMPROVEMENT

**High School  
Federal Accountability District Level**

	Rating
Federal Accountability (AYP) 2010-2011:	MET
Federal Accountability (AYP) 2011-2012:	NOT MET
<b>AYP Details 2011-2012</b>	
Reading:	NOT MET
Math:	MET
Other Academic Indicators:	MET
<b>AYP Status Decision for Consecutive Years of Progress</b>	
2010-2011:	MET
2011-2012:	NOT MET

### State Standards Results

The Nebraska Department of Education collects statewide student achievement data for grades 3-8 and 11 in reading and math, grades 4, 8 and 11 in writing, and at grades 5, 8, and 11 in science. Nebraska students participated in the Nebraska Statewide Assessment in Reading (NeSA-R), Nebraska Statewide Assessment in Math (NeSA-M), Nebraska Statewide Assessment in Science (NeSA-S), and Nebraska Statewide Assessment in Writing (NeSA-W) with results being reported on the current State of the Schools Report.

The chart below compares Central City scores for the past three years. Percentages listed are the percent of students who met or exceeded the standards.

	2010	2011	2012
<b>Reading 3</b>	68.75%	66.67%	67.31%
<b>Math 3*</b>		61.67%	69.23%
<b>Reading 4</b>	73.17%	75.00%	56.45%
<b>Math 4</b>		75.00%	56.45%
<b>Writing 4**</b>	85.37%	76.60%	85.00%
<b>Reading 5</b>	71.15%	53.66%	67.35%
<b>Math 5*</b>		60.00%	74.00%
<b>Science 5</b>			58.00%
<b>Reading 6</b>	69.23%	66.04%	53.33%
<b>Math 6</b>		69.81%	62.22%
<b>Reading 7**</b>	67.86%	76.47%	76.36%
<b>Math 7*</b>		56.86%	61.82%
<b>Reading 8**</b>	76.92%	71.15%	76.92%
<b>Math 8</b>		50.00%	43.40%
<b>Science 8</b>			73.58%
<b>Writing 8</b>			73.58%
<b>Reading 11</b>	69.23%	67.92%	63.64%
<b>Math 11*</b>		50.94%	63.64%
<b>Science 11</b>			83.33%
<b>Writing 11</b>			57.14%

\* All Time  
Best

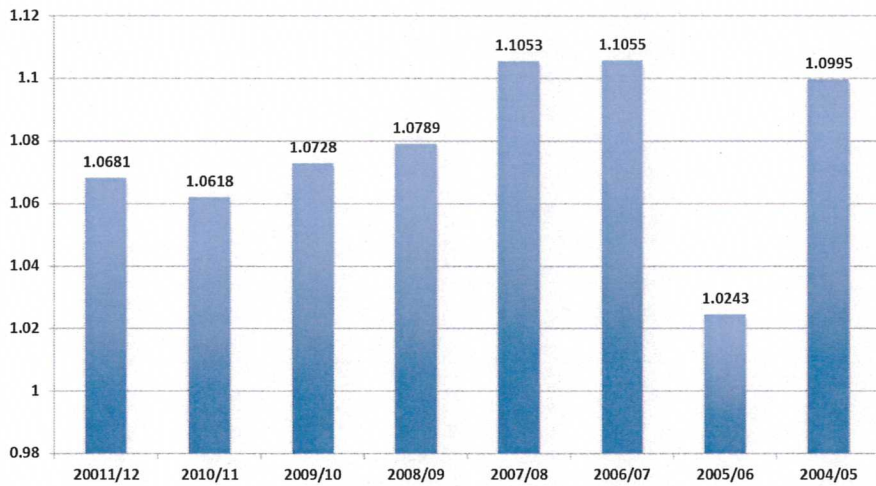
\*\* Tied

Students, their parents, and employees of the Central City Public School District No. 4 are hereby notified that this school district does not discriminate on the basis of sex, national origin, handicap, or race and is required by Title IX, Section 504 and Title VI not to discriminate on the basis of sex or handicap in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Central City Public School District No. 4's compliance with Title IX and Section 504 and Title VI is directed to contact: Central City Middle School Principal, Phone: (308) 946-3056, who has been designated by Central City Public School District No. 4 to coordinate the school district's efforts to comply with Title IX, Section 504, and Title VI. Reference – Board of Education Policy 611 H.

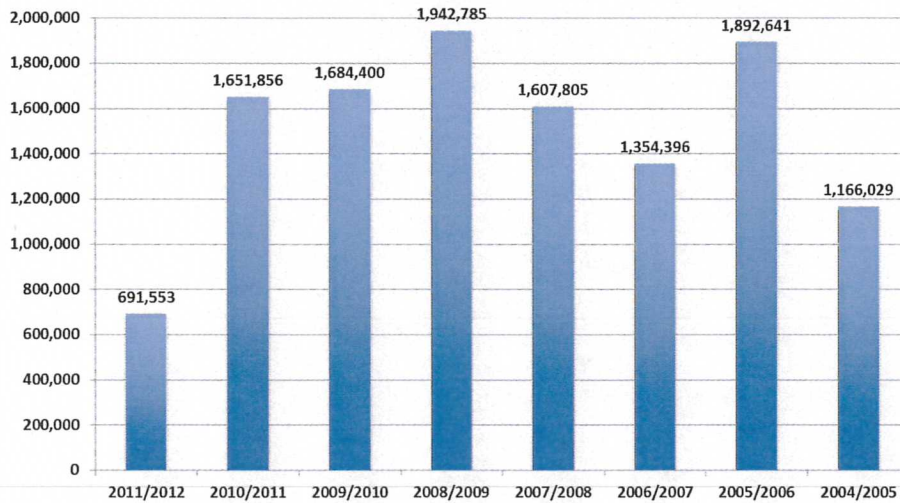
**Valuation History**



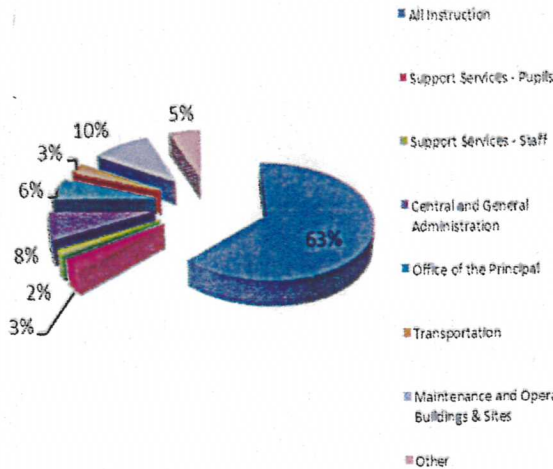
**General Fund Levy History**



**State Aid**



### 2011-12 Expenditures

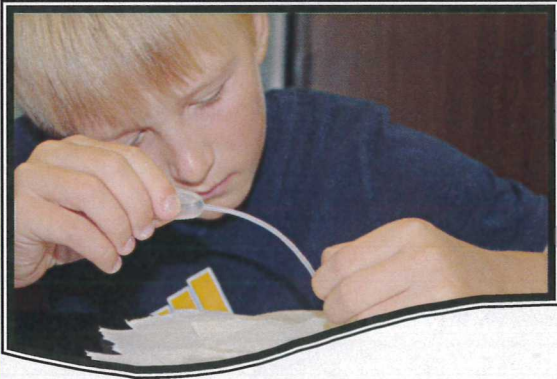
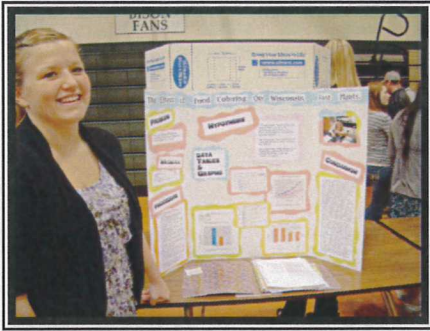


	2011-12	2011-12
All Instruction	\$ 5,278,203	63%
Support Services - Pupils	\$ 262,798	3%
Support Services - Staff	\$ 128,633	2%
Central and General Administration	\$ 667,364	8%
Office of the Principal	\$ 508,703	6%
Transportation	\$ 246,764	3%
Maintenance and Operation of Buildings & Sites	\$ 872,634	10%
Other	\$ 456,599	5%
<b>Total Disbursements &amp; Transfers (Including Sped)</b>	<b>\$ 8,421,698</b>	<b>100%</b>

### 2011-2012 Receipts



	2011-2012	2011-2012
Local Receipts	\$ 5,710,736	75%
County Receipts	\$ 68,906	1%
State Receipts	\$ 1,577,353	21%
Federal Receipts	\$ 281,881	4%
Other	\$ 2,181	0%
<b>Total Receipts</b>	<b>\$ 7,641,057</b>	<b>100%</b>



**We're on the Web!**  
<http://www.centralcityschoolsne.org/>



