

Central City Public Schools

North Central Accredited
Nebraska Accredited

ANNUAL REPORT 2005



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2004-05

School District Overview

The Central City Public Schools completed its long term commitment to modernize the school facilities during the 2004-05 school year by finishing the final phase of the high school building project. Approximately \$1.1 million of the high school project was financed through a lease purchase agreement that will be paid off in December of 2009. The lease purchase agreement was for the ceiling tile, light fixtures and mechanical units for the new heating and cooling system.

During the 2004-05 school year the leadership team which consists of the board of education and the administrative staff continued to discuss options for addressing the second part of the district's goal of addressing early childhood educational needs in the school district. The first step was addressed in 2003-04 when the board approved all-day, everyday kindergarten. This year, the board approved entering into a partnership between Central City Public Schools and Head Start. This partnership will allow the district to expand its preschool program to include more children, age 4 or 5 who will enter kindergarten the following year.

The Central City Public Schools continue to be involved in the standards and assessment requirements initiated by the Nebraska Department of Education in 2000. A report on the district's reporting of state mathematics standards can be found in the "State Assessments" section of this report.

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 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: Tom McGuire, Central City Middle School, 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 to Board of Education Policy 611 H.

From the Superintendent's Office

It is with pleasure the Board of Education, Administration and Faculty presents the 2004-2005 edition of the Annual Report.

The 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.

Please take time to read this report. We hope the report is informative and beneficial to the parents, patrons and students of the district. On behalf of the school district, we encourage patrons to play a role in the school district.

If readers of the report would like to assist the Central City Public Schools in any fashion please do not hesitate to call either one of the building principals or this office.

Dr. Jeffrey D. West
Superintendent



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 89 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 15 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 by wards for a four year term. The board members are nonpartisan. Although elected by ward they serve the entire school district. 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 winter 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 published in the local newspaper, as well as posted in the central office. For special meetings or when the deadline for the newspaper has passed the notices 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.

Mission Statement: Central City Public Schools

The mission of Central City Public Schools is to provide excellence in education, anchored in high quality educational opportunities to sustain a positive, supportive learning environment.

adopted February 2002

Governing Values - Central City Public Schools

C - Community and Family • **C** - Commitment • **P** - Pride • **S** - Success

adopted February 2002

The School Improvement is Evaluated by External Professionals

During the last five years Central City Public Schools adopted the school improvement goal of "All students will improve math skills to solve problems appropriate to grade level in all curriculum areas".

The school implemented two interventions for this goal:

1) All students will demonstrate and perform computations with paper and pencil and/or technology. 2) All students will apply the appropriate math strategies needed to solve problems. As we implemented various programs and activities, we compared our students' performance through the following assessments:

- Criterion Based Assessments for Nebraska State Standards (STARS)
 - Grades 4, 8, and 11
- Norm-referenced tests: Terra Nova
 - Grades 4, 8, and 11
- ACT scores were used as a supplemental resource
 - Grades 11 and 12
- PLAN test
 - Grade 10

We were pleased to see the students' progress in the math state standards results showing a shift of more students from the non-mastery level to the mastery level.

Our Terra Nova scores remain in the average range, but did not show the increase that we had anticipated. Overall, a slight decline was evident in the math portion of the Terra Nova scores. Several factors may have affected those scores: focus on State Standards teaching and testing rather than teaching toward the Terra Nova tests, changes in staff and administration, a change at the beginning of the cycle in math textbooks, and the math curriculum has changed during the last five years. Since the norm referenced tests have not changed our curriculum may not match our norm referenced tests.

The PLAN scores (10th grade norm referenced test) showed a slight increase and have remained fairly stable over the comparison years.

The ACT math scores were used as supplemental data since all 11th and 12th grade students do not take this test. Overall, CCHS students who took the ACT test during the last five years scored higher than the national mean, and for

several years our students have scored better than the state mean scores.

November 30th, 2004, the CCPS hosted an external visitation consisting of area teachers, principals, and a superintendent. They reviewed and assessed our school improvement report and the external team had the following commendations and recommendations

Commendations.

- Good interventions have been chosen and implemented to improve computation (especially at the elementary level).
- Locally developed Criterion Referenced Tests are high quality.
- Positive feedback from staff indicates support of current school improvement goal/interventions.
- Willingness to provide staff development and time to allow peer teaching to occur.
- The school was upfront with concerns and they were honest about the process.
- All staff feel as though they have a voice in the textbook adoption process.
- Great school to come into. Everyone appears to want to be involved.
- Desire from staff to always do the best.
- Multiple sources of data supported the measurement of the goal.
- Data was disaggregated over several different groups in order to determine where improvement needed.
- The approach you have recently gone to with "ability grouping" appears to be meeting the individual needs of the students. (Middle School)
- Interventions were directed at improving results for the school improvement goal.

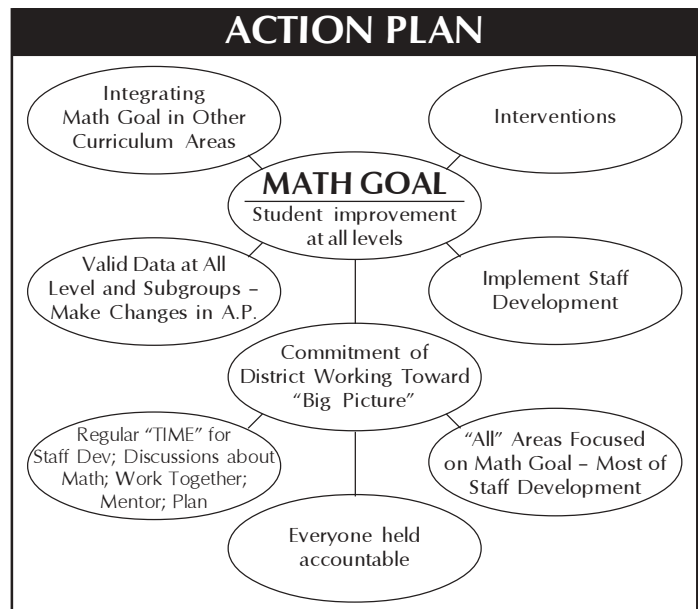
Recommendations

- Terra Nova results should be analyzed and an appropriate assessment of your curriculum should be found.
 - Staff development plan should be better defined.
- There was some confusion about what resources or directions were in the plan.



- Goal should be more specific to the concept which needs to be addressed.
- Continue to find ways for collaboration within the math department.
- Be open to further possibilities of sharing the workload regarding the state standards and assessments.
- Teaming at the Middle School-not just Math.
- Continue to focus on math strategies to solve problems.
- Consider having district assessments developed at all grade levels that can be utilized to help you make decisions. Use and analyze the data that you are collecting.

During the 2005-06 school year, we will begin our new cycle for school improvement by developing new goals and action plans and continue with the past action plan. Also, during year one of our five year cycle, we will update our profile, mission, student performance data and goals, and host an external leader visitation.



State Assessments 2004- 05

Assessment of State Mathematics Standards All students in Grade 1 – 2004-05

Number of Grade 1 students assessed: 100%
Students Meeting or Exceeding the Standards: 88%

Assessment of State Reading/Language Arts Standards. All students in Grade 1 – 2004-05

Number of Grade 1 students assessed: 100%
Students Meeting or Exceeding the Standards: 81%

Assessment of State Mathematics Standards All students in Grade 4 – 2004-05

Number of Grade 4 students assessed: 100%
Students Meeting or Exceeding the Standards: 83%

Assessment of State Reading/Language Arts Standards. All students in Grade 4 – 2004-05

Number of Grade 4 students assessed: 100%
Students Meeting or Exceeding the Standards: 83%

Assessment of State Mathematics Standards All students in Grade 8 – 2004-05

Number of Grade 8 students assessed: 99%
Students Meeting or Exceeding the Standards: 84%

Assessment of State Reading/Language Arts Standards. All students in Grade 8 – 2004-05

Number of Grade 8 students assessed: 99%
Students Meeting or Exceeding the Standards: 79%

Assessment of State Mathematics Standards All students in Grade 12 – 2004-05

Number of Grade 12 students assessed: 100%
Students Meeting or Exceeding the Standards: 74%

Assessment of State Reading/Language Arts Standards. All students in Grade 12-2004-05

Number of Grade 12 students assessed: 100%
Students Meeting or Exceeding the Standards: 82%

These percentages include all students enrolled in each of the grades listed. Percentages for Special Education students are not being reported individually. Because of the number of Special Education students in each reported grade level is 10 or less, publishing their individual scores could possibly reveal their identities.



Title One Qualifications

Report to the School District Board of Education, Staff and Patrons of the Central City Public Schools as outline in Section 1119 of No Child Left Behind (NCLB):

The qualifications of Title One Personnel in the Central City Public Schools for the 2004-2005 school year

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

Cathy Kaus Position: Title One Paraeducator i Mrs. Kaus has a 4 year degree from an accredited university or college.

A Follow-up of the Class of 2002

We had 52 students graduate from the class of 2002. Of the 52 surveyed, 14 former students responded, with a 26.92% return rate.

Of those that returned the survey, eleven individuals indicated that they were full time students in college during the spring semester, with many working at part-time jobs also. Four individuals were employed full-time in trucking, diesel mechanics, and the military.

Of those that returned the survey, 10 individuals are still in college and are pursuing degrees in the fields of mechanical engineering, secondary education, coaching, sports, business administration, political science, communication studies, occupational therapy, environmental studies, biology, and nursing. One individual completed training to be a truck driver and another in diesel mechanics. Two individuals are serving with the military. One individual will remain in the guard and enter college full time. One individual is leaving college to join the military.

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

- "To be a farmer or a mechanic..."
- "To join the military..."
- "Driving a truck, and one day owning my own..."
- "To go into the Air National Guard and serve, and then go to college to get my degree..."
- "To go to college and study engineering..."
- "To be an athletic coach and teacher in a small town in Nebraska, as well as to be successful... To graduate from college..."
- "I wanted to become a lawyer for a variety of reasons."
- "To be a real estate salesperson..."
- "I had the goal of attending and graduating from college with a degree in something. At the time of graduation I wanted to go into pre-physician assistant training, but I changed my mind like most everyone does."
- "To be an English teacher..."
- "None..."
- "Elementary education teacher..."
- "I knew that I wanted to get a bachelor's degree, but I wasn't sure in what field. So I started classes at Central Community College to see what I was interested in doing."

What career are you pursuing now?

- "Education/teaching..."
- "Parks and recreation..."
- "Teacher's aide..."
- "Registered nurse..."
- "I am deciding on management or human resources."
- "I am in the military."
- "Mechanical engineering... I currently have an internship with Tenneco Automotive."
- "I am pursuing my Master's Degree in Occupational Therapy."
- "I now still hope to get my law degree, but to use that law degree to work in college athletics and to eventually become a Division I athletic director."
- "Real estate..."
- "Forensic science..."
- "Diesel mechanics..."
- "Driving truck..."

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.

(4) Excellent (8) Good (1) 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.

(2) Excellent (8) Good (1) Average (0) Poor

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 (2) • Spanish (4) • Family Consumer Science (2) • Art (1) • Science (8) • Trades and Industry (1) • Business (3) • Music (2) • Athletics (6) • English (6) • Drama (0) • Physical Education (1) • Math (8) • Computer (7) • Social Studies (2) • Leadership Clubs (ex: FFA, Student Council, Spanish Club, and Speech) (4)

Please rate your high school training in these areas:

	Excellent	Good	Average	Poor	N/A
Writing skills	5	3	3	1	
Oral Language	3	5	3	1	
Math skills	4	5	1		
Science	6	4	1	1	
Computer skills	4	4	3	1	
Responsible citizenship	2	6	3	1	

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

- "Language..."
- "Leadership skills..."
- "I learned how to study and become responsible for the things that we had to do. I really learned how to be organized."
- "College credits for Calculus..."
- "Studying pays off."
- "A high school diploma..."
- "College prep classes..."
- "Responsibility..."
- "The class that benefited me the most was my junior English class when writing term papers. You don't realize at the time how important these skills are, but I get so many compliments about my writing skills. My computer and science classes were also very beneficial."
- "Writing research papers, though I had to learn more on my own... And all the history classes and emphasis in biology, chemistry, and computer applications..."
- "I think that I received superb training in two academic areas while attending CCHS. I feel that I was extremely prepared for college in the areas of writing/English and in science. The English background that I received at CCHS was excellent. I cannot stress that enough. I was by far more prepared for college in my writing and English abilities than most other students that I had classes with. I feel that the writing/English education that I received at CCHS was about as good as I could have gotten anywhere. Also the science background that I received at CCHS was excellent. I was prepared for the rigors of college science classes by the CCHS science teachers. These teachers challenged me every day in my science classes. I was very fortunate to have these teachers improve my abilities in scientific areas."

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A Follow-up of the Class of 2002

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Again, I received a science education that was second to none. Comparing myself to other college students in the area of science, I was far ahead of most students. I also want to mention my math education. Even though I had college algebra in high school, I did not learn anything that prepared me for college algebra in college. If I would not have taken Trig and Calculus in high school, I would have struggled in my math classes in college. It is a great opportunity to have a teacher who teaches these upper level math classes. I was very fortunate to take both Trig and Calculus. While these three departments are the strongest at CCHS when I was around, I cannot discount the education I received in the areas of Spanish, social studies, and business. I was particularly prepared for college foreign language by the four years of Spanish I was able to take while attending CCHS. I had a good background in all three areas and I was prepared for college in these three areas also."

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

"My involvement in leadership clubs and other activities... I should have been more active."

"None..."

"Honestly, I felt that there was way too much emphasis on athletics and not on the importance of education. The other programs like music/arts/drama suffered. I also felt that my third year of Spanish was not beneficial. I didn't learn anything more than in the first two years."

"Mathematics in high school..."

"Did not get a variety of social science classes..."

"None..."

"It lacked some business classes like economics or some computer programming classes..."

"Probably the weakest class that I had at CCHS was the college algebra class I had during my junior year. It did nothing for me in my future, and that is disappointing to me because all the other math courses that I had were top notch, even if that class set me back in trig and calculus. Probably the only other weakness about CCHS that sticks out in my mind was the coach I had my final two years there. It is amazing to me today as I sit through my sports psychology class to hear that everything you shouldn't do, he did. Those two years always stick in my mind, and actually probably drove my desire to get involved in athletics for the rest of my life so others do not have to have the experience that my teammates and I had to suffer through. While that is not an academic issue, it is something about CCHS that will always be a negative to me."

"Oral language..."

"The most serious weakness of high school was the lack of practical classes that are useful for daily living skills..."

"The music department seemed to be going very downhill in the teaching department."

"Can't think of any..."

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

"I am very pleased with the courses I was offered and took."

"I would have taken more Family Consumer Science Courses. I think that these would have been practical for anywhere you may go in life. There is not much time to take any additional "fun" classes that you did not need to take in order to either get into college or to help you with your potential major."

"Photography, multicultural class (race, gender, and ethnicity), languages other than Spanish, psychology, and sociology..."

"More math and more science..."

"None that I didn't take..."

"I would have liked to take more computer office program classes, business related classes, and more advanced English classes."

"Business classes and more agricultural and shop classes..."

"CCHS offered a variety of courses that were excellent in training me for my future. If anything could change about the courses offered, it would be to offer more of an honors program or to offer more AP courses—especially in the area of social studies. Every other department had some type of higher level class but the social studies department. That is necessary to challenge those students, like myself, who were most interested in that area. While the American Government class offered my senior year was difficult for some students, it was really no challenge at all to me. If anything, offering harder classes in that subject area would improve the course load offered at CCHS."

"Business management classes..."

"None..."

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

"One thing that I feel we need is more leadership classes and Spanish classes that teach more about conversing than writing it. I have come across so many people that speak Spanish and I find that I do not know how to converse—just write a few things. It doesn't help me like it should."

"No..."

"Change the Math Department in some way..."

"No..."

"It would be very beneficial for CCHS to offer more classes that can be counted for college credit hours. When I came to college, I had four credit hours for math from our Trig class. Many students came into college with at least 8 or more credit hours. Offering more college credit courses would be a very good idea for CCHS and it would be very beneficial for a lot of students."

"One thing I have always wanted to see at CCHS is a more vibrant and active Student Council. I think Student Council is another great way to train future leaders of our community, state, and nation. I was very fortunate to be a part of a very special Student Council during my senior year at CCHS, but the years previous to my senior year and the years after my senior year have not been very active."

"It would be great to see a Spanish teacher who was able to teach full-time at CCHS so all four years of Spanish could be offered at CCHS. Many colleges require some foreign language background, and I know I would have struggled in my Spanish courses in college if I was not able to have four years of hands-on Spanish instruction while at CCHS."

"No..."

"I would make sure to hire teachers that are going to make going to class worthwhile so you can feel like you have learned something."

"No..."

"More focus on clubs and groups—organizations other than sports..."

"I don't know what can be done to improve it, but the declining music program is troubling. Band and Vocal Music were sources of pride of all Central City students, and now it seems participation in these two activities has declined... More attention to the music department is something that would be beneficial to CCHS."

General comments:

"I learned a lot from the teachers that are not there anymore. I also learned how to do research papers which helped a lot... I enjoyed my computer and P.E. classes. I did not learn too much in my math classes. Regardless, I loved my time there overall. It was a great experience for me and I would not change it for anything."