



2020

Annual Report to Patrons
Raymond Central Schools

*Nebraska Department of Education and
Cognia Accredited*



RAYMOND
CENTRAL
MUSTANGS

Mission Statement

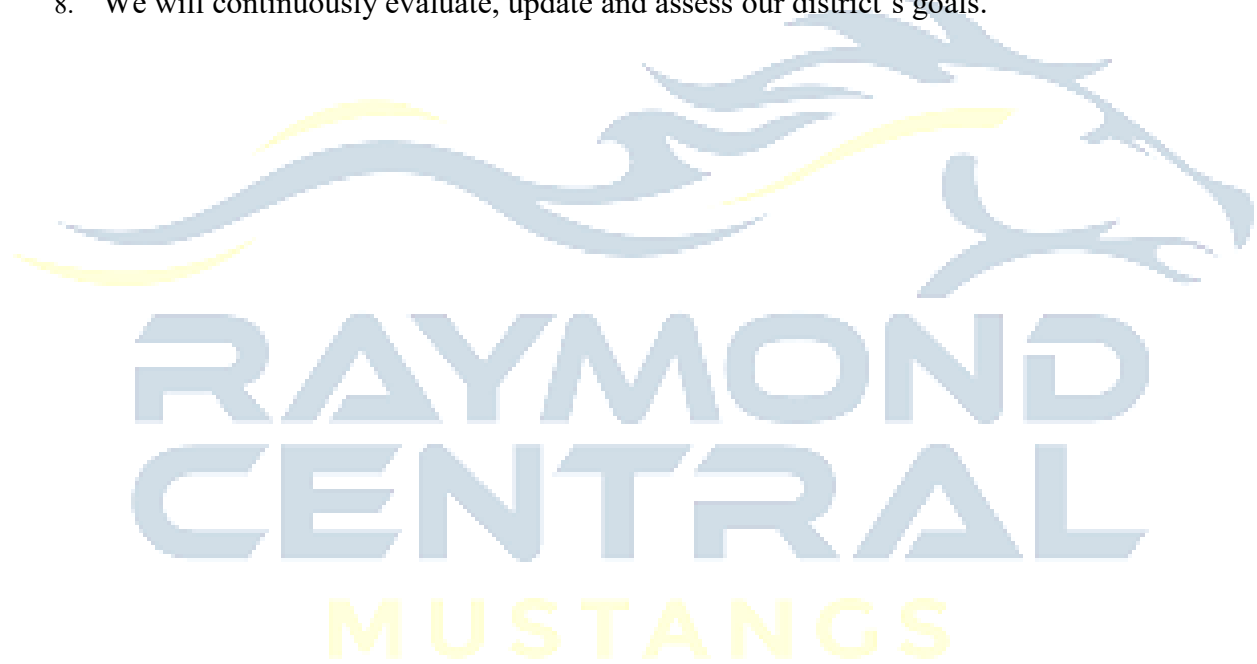
The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

School Improvement Goal

All students will meet or exceed normal growth rate on standardized tests annually.

- Raymond Central Public Schools believe that a Professional Learning Community (PLC) can be defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students (*Learning By Doing/DuFour, DuFour, Eaker*). In doing so, Raymond Central has committed to three fundamental assumptions:
 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive Behavioral Intervention and Supports) will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

1. We will provide a quality education as the cooperative responsibility of students, staff, parents, and community.
2. We will provide a safe learning environment where all individuals are treated with dignity and respect.
3. We will encourage lifelong learning and responsible citizenship.
4. We will empower students to be problem solvers and independent learners.
5. We will provide each student with the opportunity to learn and achieve success.
6. We will meet the needs of individual students through a variety of approaches to learning.
7. We will use available time and resources to stay on top of current educational practices
8. We will continuously evaluate, update and assess our district's goals.



Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2025 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): [Research and implement an online resource for accepting applications for all open positions.] *[completed 2019-2020]*

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.
- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.

- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- Performance Indicator (4): [The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.] *[completed 2019-2020]*
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

Executive Summary

- 2019-2020
 - During the 2019-2020 school year, the district was able to complete two performance indicators on the strategic plan.
 - Goal 2, Performance Indicator (4) Research and implement an online resource for accepting applications for all open positions. The district purchased and implemented *Unified Talent*, a PowerSchool resource.
 - Goal 8, Performance Indicator (4) The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement. The District purchased and implemented the *StopIt* application for students to utilize inside and outside of school.
 - For the 2020-2021 school year, the district will focus on the following performance indicators:
 - Goal 1, Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.
 - Goal 2, Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.
 - Goal 4, Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.
 - Goal 8, Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.

Raymond Centrals PLC Framework

The RC PLCs will engage in the ongoing process of working collaboratively in recurring cycles of collective inquiry and action research around curriculum, assessment, and instruction to achieve better results for the students they serve. The primary focus will be to generate instructional outcomes that are suitable to students and represent significant cognitive challenges, allowing for differentiation to groups of students. Together, teachers will plan for various responses to student learning to move all learners to proficient or extending mastery of the standard.

Defining a PLC

Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to reculturing (Louis, 2006). A PLC is an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Generally, PLCs are composed of teachers, although administrators and support staff routinely participate (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005; Huffman, 2000). In some schools, PLCs are extended to community members and students, as appropriate (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Stoll & Louis, 2007). Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro, 2007).

Furthermore, professional learning communities are a group of teachers, administrators, staff members who meet regularly, formally or informally, as a team:

- To study data
- To analyze current levels of achievement
- To set achievement goals
- To identify essential and valued student learning
- To develop common formative and summative assessments
- To share strategies
- To research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

Characteristics of PLCs

We do not “do” PLCs, we are a PLC. A PLC is not a model per se; rather, it is an approach or process. Most PLC definitions assume a set of characteristics that reflect the nature of a true PLC. An understanding of these characteristics provides educators with a shared lens through which to examine their own PLCs. They also can provide an infrastructure for shaping practice and assessing progress. A brief description of some of the most commonly cited characteristics follow:

- **Shared values and vision**
- **Collaborative culture**
- **Focus on examining outcomes to improve student learning**
- **Supportive and shared leadership**
- **Shared personal practice**

PLC Essential Questions

"Learn what?" and "How will we know?" are two of the most significant questions a PLC will consider. In fact, they are the questions that drive the work of collaborative teams. Other key questions teams must consider include "How will we respond when some students don't learn?" and "What will we do for our learners who already know it?" When looking at the first driving question "Learn what?", teams may also begin to ask "What content do we currently teach that we can eliminate because it is not essential?" and "What must our students know and be able to do as a result of this unit we are about to teach?"

The four questions to guide PLC's:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?



Review Months: September, December, March, July

- Mutual Goals for New Superintendent 2020-2021

1. Ensure continuing wellbeing of staff and students by creating an equitable framework for responding to and recovering from a pandemic.

a. Performance Indicators:

- i. Expand the community knowledge and information about equity in the district through the implementation of the Board of Education adopted resolution in response to the current racial disparity and injustice.
- ii. Continue to monitor the spread of COVID-19 to make data informed decisions and communicate accordingly
- iii. Preserve the continuity of essential school functions through the use of research based mitigating measures
- iv. Minimize educational and social disruption
- v. Respond to academic losses.

2. Continue the creation of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

a. Performance Indicators:

- i. Continue partnership with First National Bank to provide visual and cost projections for the future of RC facilities using the data and results from the 2020 feasibility study.
- ii. Add to the existing plan start / end dates, projected timelines, list of contractors, and a progress monitoring system.
- iii. Prioritize list of projects for all building sites to ensure minimal impact on instructional practice.

3. Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure the sustainability over time.

a. Performance Indicators:

- i. Sustain an effective and meaningful Professional Learning Community framework at RC to drive professional inquiry among staff.
- ii. Adopt the Multi Tiered Systems of Support (MTSS) system to ensure learning for all students through targeted interventions.
- iii. Create a districtwide grading and assessment framework focused on student growth and learning
- iv. Create a Positive Behavioral Intervention System of Supports (PBIS) district wide to track and reward positive behavior.

- v. Update/modify the current teacher evaluation system (P.R.I.D.E) to emphasize teacher growth and reflection for the betterment of student learning.
- vi. Model and reinforce a “fail forward” attitude among staff and students to focus on learning rather than compliance.



The Annual Report includes informative demographic, budget, and assessment statistics. The Raymond Central School District submits this report to patrons to assist in understanding

data about the school system. It is through this understanding that, we as a community, can take pride in district accomplishments and identify areas where we need to improve. While this report has been prepared as a cumulative picture of public education at Raymond Central, we realize that the total picture cannot be told in percentages, numbers or charts. The quality of any school is primarily developed within the daily interaction between students and teachers. The Board of Education, administrators, teachers and support staff extend an invitation to visit each building and to get involved in the public education of Raymond Central students.

Raymond Central is a consolidated public school district incorporating the communities of Ceresco, Davey, Raymond, Valparaiso and Agnew. The school district boundaries are primarily located in Lancaster and Saunders County with a small portion of property in Butler and Seward County. The 2017-2018 school year marked the first year Raymond Central offered a comprehensive Preschool Program for 3 to 4 year old students. There are two elementary centers, a K-5 center at Ceresco and a K-5 center at Valparaiso. The sixth grade "Intermediate" transition program to junior high which includes departmentalization of curriculum is located at the RC Jr/Sr High School. RC Jr/Sr High School is a comprehensive 7-12 school that strives to meet the varied needs of a wide range of students who have both agricultural and suburban backgrounds. The secondary program features a variety of vocational programs, fine arts opportunities and college prep or dual credit courses. Our staff provides students a strong academic preparation through innovative teaching. Effective learning is a hallmark of Raymond Central Schools evidenced by the academic achievement on state and national assessments.

The Raymond Central Schools are accredited by NCA – North Central Association through an evaluation process called Cognia. Every five years the school district develops goals, implements programs, and gathers data to meet the five standards of Cognia. At the end of the five-year cycle an external team conducts a two-day site visit/evaluation. A report of results and findings is given back to the district, if all standards are met the district receives certification of accreditation. Raymond Central hosted an external team during the 2018-19 school year. The results were analyzed by the School Improvement Team and published in an executive summary. [Click here to read the executive summary of the external team's findings.](#)

Cognia Standards for Quality Schools

Standard 1: Purpose and Direction The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Board of Education

The Raymond Central Public Schools Board of Education meets on the Wednesday before the third Monday of each month at the Jr/Sr High School in Room #108 south of the main entrance. As the elected governing body of the school district, the Raymond Central Board of

Education is the liaison between the community and professional educators. Your input is welcome as the board prepares strategic plans, writes educationally sound policies and budgetarily prepares for the future. The Board continually assesses community priorities and invites the residents of the district to contact its members and/or the Superintendent for input.

| Dist. Information | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| Square Miles | 169.5 sq mi | 169.5 sq mi | 169.5 sq mi | 169.5 sq mi | 169.5 sq mi |
| Assess Valuation | \$701,470,511 | \$733,219,850 | \$741,384,867 | \$758,401,139 | \$765,411,269 |
| Total Levy | 1.150936 | 1.135041 | 1.150006 | \$1.133857 | 1.131637 |
| Enrollment K-12 | 621 | 645 | 645 | 640 | |

| RC PK-12 Enrollment 2020-21 | | | |
|------------------------------------|------------|------------|------------|
| Grade | Total | Boys | Girls |
| PK | 36 | 20 | 17 |
| K | 48 | 23 | 25 |
| 1 st | 44 | 22 | 22 |
| 2 nd | 52 | 33 | 19 |
| 3 rd | 48 | 30 | 18 |
| 4 th | 47 | 27 | 20 |
| 5 th | 55 | 29 | 26 |
| 6 th | 66 | 25 | 41 |
| 7 th | 51 | 16 | 35 |
| 8 th | 55 | 29 | 26 |
| 9 th | 62 | 34 | 28 |
| 10 th | 44 | 26 | 18 |
| 11 th | 53 | 28 | 25 |
| 12 th | 55 | 33 | 22 |
| TOTALS | 716 | 375 | 341 |

| K-12 Enrollment History | |
|--------------------------------|-----|
| 2020-21 | 680 |
| 2019-20 | 640 |
| 2018-19 | 645 |
| 2017-18 | 645 |
| 2016-17 | 621 |
| 2015-16 | 604 |
| 2014-15 | 577 |
| 2013-14 | 567 |
| 2012-13 | 583 |
| 2011-12 | 603 |
| 2010-11 | 610 |
| 2009-10 | 640 |
| 2008-09 | 652 |
| 2007-08 | 661 |
| 2006-07 | 677 |
| 2005-06 | 681 |
| 2004-05 | 674 |

| District Profile - 2019 | RC Statistics | State Statistics |
|--------------------------------|----------------------|-------------------------|
| Per Pupil Cost | \$14,330 | \$12,299 |
| Poverty Percentage | 22% | 45% |
| Attendance Percentage | 96% | 94% |
| Graduation Percentage | 97% | 89% |

| | | |
|-------------------------------|--------|--------|
| College-Going Rate | 82% | 76% |
| Gifted | 18% | 13% |
| Highly Mobile Percentage | 4% | 4% |
| English Language Learners | 0.20% | 7% |
| Special Education Percentage | 11% | 15% |
| Teachers with Master's Degree | 53.70% | 55.99% |

| ACT TEST RESULTS | National | State | Raymond Central |
|--|----------|-------|-----------------|
| 2010-2011 | 21.1 | 22.1 | 21.4 |
| 2011-2012 | 21.1 | 22.0 | 20.7 |
| 2012-2013 | 21.1 | 21.5 | 21.9 |
| 2013-2014 | 21.0 | 21.7 | 23.0 |
| 2014-2015 | 21.0 | 21.5 | 23.7 |
| 2015-2016 | 20.8 | 21.4 | 23.2 |
| 2016-2017 | 21.0 | 21.4 | 21.3 |
| 2017-2018 | 21.0 | 20.1 | 20.0 |
| 2018-2019 | 21.0 | 20.0 | 20.6 |
| 2019-2020 ***October 2020 due to COVID-19*** | - | - | - |



RAYMOND CENTRAL MUSTANGS

Federal and State Standards

The Federal No Child Left Behind Act has been replaced by a new set of accountability standards called ESSA – Every Student Succeeds Act. Some of the main components include: (1) college & career readiness, (2) statewide assessments, (3) student performance targets and school ratings, (4) accountability for struggling schools, and (5) emphasis on early childhood education. 11th grade students did not receive a score for the state test during the 2016-2017 school year as this was the first year every junior was required to take the ACT.

*****No testing was done during the 2019-2020 school year due to COVID-19. The data below is from the 2018-2019 school year*****

ACT - Juniors

| Year | English Language Arts | Math | Science | RC Composite | State Composite |
|---------|-----------------------|------|---------|--------------|-----------------|
| 2018-19 | 17.8 | 19.1 | 20.0 | 19.0 | 19.3 |

Nebraska State Standards English Language Arts

College / Career Ready or On Track

| Grade | RC - 2016 | RC - 2017 | RC - 2018 | RC - 2019 | State - 2019 |
|-------|-----------|-----------|-----------|-----------|--------------|
| 3 | 87 | 56 | 67 | 56 | 56 |
| 4 | 89 | 64 | 67 | 67 | 58 |
| 5 | 83 | 58 | 48 | 50 | 48 |
| 6 | 85 | 55 | 53 | 49 | 49 |
| 7 | 83 | 33 | 59 | 45 | 49 |
| 8 | 92 | 45 | 37 | 65 | 50 |
| 11 | 83 | - | - | - | - |

Nebraska State Standards - Math

College / Career Ready or On Track

| Grade | RC - 2016 | RC - 2017 | RC - 2018 | RC - 2019 | State - 2019 |
|-------|-----------|-----------|-----------|-----------|--------------|
| 3 | 75 | 81 | 57 | 46 | 55 |
| 4 | 88 | 85 | 69 | 60 | 52 |
| 5 | 81 | 92 | 63 | 57 | 54 |
| 6 | 74 | 84 | 64 | 69 | 55 |
| 7 | 81 | 69 | 49 | 40 | 48 |
| 8 | 64 | 78 | 35 | 42 | 47 |
| 11 | 77 | - | - | - | - |

Nebraska State Standards - Science

College / Career Ready or On Track

| Grade | RC - 2016 | RC - 2017 | RC - 2018 | RC - 2019 | State - 2019 |
|-------|-----------|-----------|-----------|-----------|--------------|
| 5 | 81 | 76 | 65 | 57 | 68 |
| 8 | 81 | 73 | 65 | 73 | 62 |
| 11 | 94 | - | - | - | - |

RAYMOND CENTRAL BUDGET INFORMATION

| FUND | LEVY 2018-19 | LEVY 2019-20 | LEVY 2020-21 |
|------------------------------|--------------|--------------|--------------|
| General Fund | 1.00 | .978933 | .985325 |
| Building Fund | 0.049729 | 0.069924 | 0.063475 |
| HS Bond Fund | 0.100376 | 0.085000 | 0.082837 |
| Elem Bond Fund | - | - | - |
| Qual Capital Purp Under Fund | - | - | - |
| Total Levy | \$1.150105 | \$1.133857 | \$1.131637 |

2020-21 BUDGET RECEIPTS

| | | | |
|---------------------|----------|--|--|
| Local Sources | 0.2295% | | |
| County Sources | 6.0212% | | |
| State Aid | 3.9790% | | |
| State Sources | 6.2740% | | |
| Federal Sources | 2.6770% | | |
| Non-Revenue Sources | 0.0022% | | |
| Property Taxes | 80.8172% | | |
| Sub Total | | | |
| Cash Reserve | | | |
| Total | 100% | | |

| | | | |
|---|----------|--|--|
| Total Salaries / Benefits / Instruction | 80.1718% | | |
| Total Instructional | 8.6727% | | |
| Total Operation / Maintenance | 13.4175% | | |
| Total Transportation | 6.4106% | | |
| | | | |
| Total | 100% | | |



**RAYMOND
CENTRAL
MUSTANGS**

| State Aid Allocation History | |
|-------------------------------------|----------------|
| 2003/04 | \$1,689,779.41 |
| 2004/05 | \$1,375,205.64 |
| 2005/06 | \$1,272,207.09 |
| 2006/07 | \$1,307,815.70 |
| 2007/08 | \$1,045,879.96 |
| 2008/09 | \$1,240,438.77 |
| 2009/10 | \$1,226,197.93 |
| 2010/11 | \$1,017,328.93 |
| 2011/12 | \$631,437.11 |
| 2012/13 | \$751,441.09 |
| 2013/14 | \$548,767.43 |
| 2014/15 | \$157,173.45 |

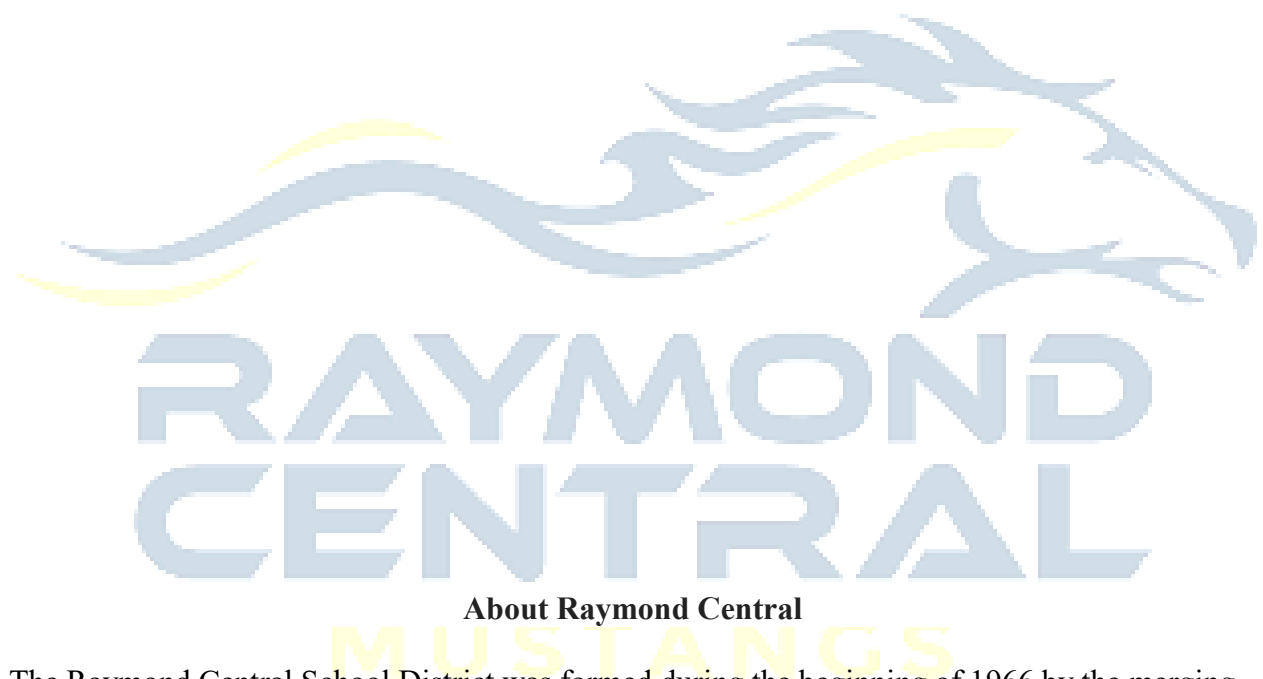
| District Assessed Valuation | |
|------------------------------------|---------------|
| 2003/04 | \$291,912,090 |
| 2004/05 | \$300,430,451 |
| 2005/06 | \$316,281,306 |
| 2006/07 | \$353,206,713 |
| 2007/08 | \$363,480,026 |
| 2008/09 | \$387,840,542 |
| 2009/10 | \$410,192,751 |
| 2010/11 | \$415,312,107 |
| 2011/12 | \$458,786,630 |
| 2012/13 | \$501,205,610 |
| 2013/14 | \$574,039,034 |
| 2014/15 | \$616,522,944 |

| | |
|---------|--------------|
| 2015/16 | \$166,152.50 |
| 2016/17 | \$146,509.00 |
| 2017/18 | \$101,349.00 |
| 2018/19 | \$138,060.00 |
| 2019/20 | \$468.898 |
| 2020/21 | \$367,599 |

| | |
|---------|---------------|
| 2015/16 | \$665,032,655 |
| 2016/17 | \$701,470,511 |
| 2017/18 | \$733,279,850 |
| 2018/19 | \$741,384,867 |
| 2019/20 | \$758,401,139 |
| 2020/21 | \$765,411,269 |

State of the Schools Report

To see how students of the Raymond Central School District are doing on state assessments in more detail, visit the Nebraska Department of Education website ([Raymond Central Public Schools State Report Card](#)). Once here, begin navigating through the different years and categories using the tabs on the top of the page.



About Raymond Central

The Raymond Central School District was formed during the beginning of 1966 by the merging of Ceresco and Valparaiso Schools to form District #161 Central Public Schools. In August of that year District #19 Raymond joined the two schools. In 1967 an abandoned Nike Missile site was purchased for \$1.00 from the federal government. This 21 acre site is the current location of the Jr/Sr High School. The first official academic school year for the Raymond Central District was 1967-68. During the following year of 1969, Davey joined the current #161 School District.

The elementary students attended three different sites: Ceresco, Raymond, and Valparaiso. Students in grades 7-8 attending the Valparaiso site and the 9-12 students attended the Ceresco site. In February of 1968 the district patrons passed a .995 million dollar bond to construct a gymnasium and classrooms at the current Jr/Sr High School site. Other additions to this site were added over the years and paid for out of the building fund. In January of 1970 students in grades seven through twelve relocated to the current Jr/Sr High School site on Agnew Road. The Raymond Elementary attendance center closed at the end of the 1973-74 school year. In 1976 the school district name officially changed to Raymond Central Public Schools to avoid confusion with other schools in the state utilizing Central to identify the school name.

Over the years numerous elections were held to add additions and remodel existing facilities. These elections were unsuccessful until November of 1998 when a \$5.4 million bond issue passed to build a new school in Ceresco and renovate the Valparaiso building. In September of 2009, the Raymond Central voters passed a \$9.995 million bond to add a 6 classroom wing, construct a new addition, and renovate the existing building at the Jr/Sr High School site. The current facilities are now updated to meet the needs of today's students. The Board of Education in the past five years has spent nearly \$400,000 on technology infrastructure, computer hardware and software to benefit the students and teaching staff. Fall of 2016-2017 the Board of Education approved the construction of a \$1.3 million addition at the Jr/Sr High School which included classrooms for sixth grade and space for a preschool which opened up space at the Valparaiso site for additional programs. The funding for this project came from the district's cash reserves: \$700,000 from Depreciation Fund and \$600,000 from Building Fund. The Board of Education chose not to borrow the necessary funds or issue any bonds to pay for the project.

Elementary Schools Stress Basics

By focusing on the basics (reading, writing and math), students concentrate on mastering essential skills. Children also study science, social studies, health, music, physical education, technology, and art. For students who are struggling academically, interventions are in place for students having difficulty in the areas of reading and math.

Jr High School Helps Students Explore

The junior high curriculum builds on basic skills mastered in elementary school. The focus is on expanding skills and strategies in math, reading, English, social studies, and science. Jr High students also are exposed to exploratory classes. Seventh grade students are introduced to subjects such as: Art, Keyboarding, Agriculture, and Skills. The eighth grade students are introduced to subjects such as: Art, Careers, Family Consumer Sciences (FCS), Industrial Technology, and Speech. Students also take classes in: Physical Education, Health, and Music.

High School Provides More Choices

In grades 9-12, the high school curriculum offers a full range of required and elective courses. Graduation requirements include core areas of math, science, English, social studies, fine and performing arts, technology, physical education and health. Elective offerings feature foreign language, art, music, speech, computer science, vocational agriculture, industrial technology, business, and FCS. Opportunities to earn college credit are available through dual credit. Career Academy courses through Southeast Community College are also available.

Special Education Services Available

Special Education programs are provided for students from birth through age 21 who qualify under state and federal guidelines. The services are delivered to meet each student's individual education plan. Specialized teaching methods supplement or can replace services in the general education classroom. The range of services covers 13 disability categories, from mild speech and language disabilities to more significant mental and physical disabilities.

Enroll your child in Raymond Central Public Schools

Students who do not live in the Raymond Central School District are welcome to attend its schools through the option enrollment program. Program capacities are established for class size, special education, and option enrollment. Contact the superintendent's office at 402-785-2615 for questions concerning enrolling your child in the Raymond Central School District. Registration can be completed at the K-5 elementary site in Ceresco. the K-5 elementary site in

Valparaiso, and PK, 6th grade transition, and 7-12 Jr/Sr High School located at 1800 West Agnew Road.

Raymond Central Educational Foundation

This organization consists of a 9-member board that generates money through fund raising activities. The RCEF gives back to the school district by purchasing educational items for classrooms that may not be budgeted for, supporting projects within the district, and providing scholarships to graduating seniors. The main fund raising activity is the Dinner/Auction held each August.

Raymond Central Updates

Raymond Central partnered with the RC Education Foundation and Civic Nebraska to create a Before and After School program for the 2020-2021 school year. The program is research based providing academic support, a focus on physical activity and healthy choices. The goal is for the program to be an extension of the school day.

Raymond Central was selected to participate in a Multi-Tiered System of Support (MTSS) program through the state of Nebraska and ESU2. The purpose of a MTSS framework is to support all students based on their individual needs. The targeted interventions carried out by highly qualified staff members are focused on student support and enrichment. During the 2020-2021 school year, Raymond Central staff members will engage in the work of identifying essential learning throughout the PK-12 system. The essential learning work will be the foundation of the MTSS framework.

For the 2020-2021 school year, Raymond Central has partnered ESU2 and Schuyler Public Schools to implement a five year multi-million dollar grant that awards \$800,000 per year. Through implementation of the Education Innovation and Research Grant (EIR), both districts will work to accelerate student engagement and achievement, drive digital transformation in classrooms, and integrate digital content into K-12 curriculum with professional development support. Discovery Education will provide valuable staff training to a select group of teacher leaders along with curriculum content focusing on STEAM (Science, Technology, Engineering, Art and Math).

The 2019-2020 school year is the first year Raymond Central implemented a student 1:1 technology initiative. Students K-2 have access in school to iPads while student's grades 3-12 have their own individual Chromebook. Only students in 9-12 have the ability to bring their student device off campus. Raymond Central Public Schools has developed an aggressive staff training timeline ensuring that student devices serve as an educational support to the quality core instruction and high yield strategies in the classroom.

In 2018-2019 Raymond Central Public Schools was featured in both a national and state publication in regards to the Board of Education's work with Sparq Data Solutions. The Raymond Central Board of Education utilizes paperless board meetings to streamline communication and improve transparency to stakeholders.

As the district looks to the future, growth is inevitable. At the beginning of the 2018-2019 school year, the Raymond Central Board of Education purchased 67 acres of land south of the Jr/Sr High School. This land purchase extends the footprint of school property south to Agnew Road and east to an acreage on NW 12th Street. The Board of Education is currently discussing the purpose of this land which could include a three or four grade unit per grade level central elementary school, a performing arts center, baseball/softball fields, etc.

Raymond Central Public Schools completed a \$1.3 million dollar expansion project at the Jr/Sr High School site for the 2017-2018 school year. The project added two large 6th grade classrooms and a state-of-the-art preschool classroom. The 2017-2018 school year was the first year Raymond Central offered preschool, filling all 32 spots by August. Since August 2017, the preschool enrollment has increased to accommodate 36 students. The 6th grade classrooms offer 1-to-1 Chromebooks for students to utilize while in class, joining classrooms for additional collaboration and cross-curricular opportunities, and an outdoor recreation area.

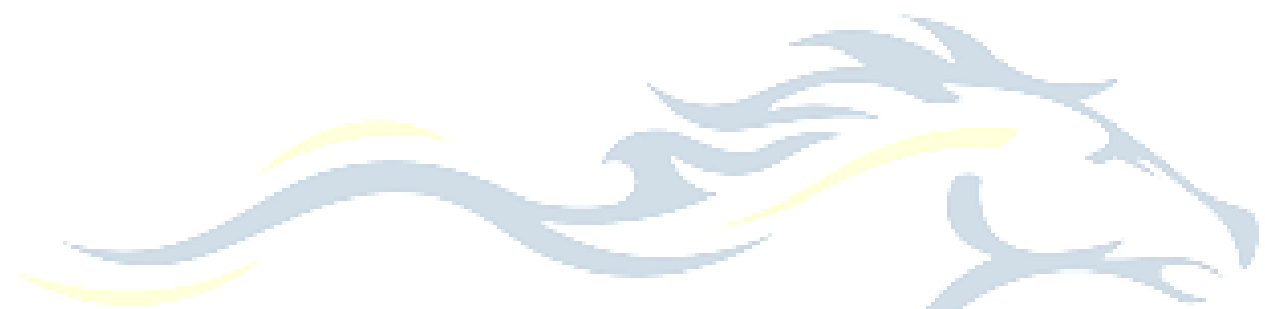
During the 2017-2018 school year, the Raymond Central Board of Education partnered with the Nebraska School Board Association to create an innovative superintendent evaluation process. The new 360 Superintendent Evaluation surveys a variety of stakeholders seeking input regarding the superintendent's performance. The Board of Education used the multiple data sets to complete a comprehensive review of the superintendent. As a result of this work, the Board of Education presented this process at both the state and national conferences. NASB has since marketed the 360 evaluation tool to all school districts across the state of Nebraska.

As a result of the 360 evaluation work at the Board of Education level, the district launched its Vision 2025 initiative to seek feedback from all stakeholders across the district during 2018. Initial Vision 2025 meetings were held in Davey, Ceresco, Valparaiso and Raymond followed by a final meeting at the Jr/Sr High School. Stakeholders participated in a process to determine what Raymond Central must look like and sound like in order to meet the needs of all students by the year 2025. The result of these conversations was the district's 2019-2025 strategic plan that can be found on the Raymond Central website.

The 2016-17 school year was the first year all juniors were required to take the ACT for state-wide assessment. As our mission states, the Raymond Central Community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society. Our goal is to assist all students to be ready for life after high school.

Raymond Central's framework for exceptional teaching is the GANAG instructional design. GANAG is an acronym for Goals, Access prior knowledge, New information, Application, and

Generalize. When you walk into a classroom at Raymond Central, teachers will be using this format to structure their lessons. All teachers have been trained using this model of quality instruction. The training also included implementation of High Yield Strategies as outlined by Robert Marzano, Debra Pickering, and Jane Pollack.



Raymond Central Celebrations and Successes

The Raymond Central School District offers many opportunities to the students in the areas of vocational, fine arts and athletics.

- Middle School Counselor of the Year (2019-2020)
- FFA – State and National Qualifiers
 - Teacher of the Year (2017-2018)
- FBLA - State and National Qualifiers
- Skills USA – State Qualifiers and National Qualifiers
- Destination Imagination – State and National Qualifying Teams
- Speech - State Champs & Runner-Up, District & Conf. Champions, NFL – National Qualifiers, National Winners
- Play Production – Recent State Qualifier and District Champions
- Art students have won a number of awards at state art exhibits
- Music Dept. - State Honor Band and Choir Participants, Marching Band Superior Ratings
- Football - Playoff Qualifiers
- Softball - State Qualifier the past three seasons
- Wrestling – 5 Individual State Class Champions 2008-2014 and Numerous State Qualifiers
- Cross Country – State Qualifiers Boys & Girls
- Track – State Qualifiers, Class B Girls 100 M Hurdle Gold Medalist 2013.