



2018

Annual Report to Patrons
Raymond Central Schools

*Nebraska Dept. of Education and
NCA AdvancEd 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.

- Intervention (1): Raymond Central will create a districtwide Professional Learning Community Framework with a shared vision focused on student learning and commitment to continuous improvement.
 - Through PLC collaboration, teachers will utilize explicit instruction to increase student achievement
- Intervention (2): As a PLC, teachers will create/update SMART (Specific, Measurable, Attainable, Relevant, Timely) Goals Annually
- Intervention (3): Teachers will implement a variety of high yield instructional strategies including differentiation to meet the needs of all students
- Intervention (4): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (5): Raymond Central will develop a multi-tiered system of support (MTSS) academic and behavior framework (PBIS) to provide a system of prevention, early identification and intervention, and supports to ensure every student is successful.

District Strategic Plan

Goal 1 - Increase Student Achievement

- 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 tiered system of supports (MTSS) that represents a needs driven decision making model ensuring district resources reach the appropriate students and school sites at appropriate levels to accelerate performance of all students to meet or exceed proficiency.
- Performance Indicator (3): Students will be provided high quality, individualized instruction through research based best teaching practices, guaranteed and viable curriculum, and continuous assessment / progress monitoring.
- Performance Indicator (4): Increase MAP Scores (Measurement of Academic Progress) to meet or exceed national growth rates from first data collection point to second data collection point.
- Performance Indicator (5): Monitor success of the Early Childhood Program through continuous data collection utilizing Teaching Strategies Gold in accordance with Rule 11.

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

- Performance Indicator (1): Expand leadership development for staff
- Performance Indicator (2): Review 2018-2019 staff exit surveys to develop patterns and trends
- Performance Indicator (3): Research and implement an online resource for accepting applications for all open positions.

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Work towards a positive ratio of option enrolled students.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan
- Performance Indicator (2): Explore innovative campus concepts
- Performance Indicator (3): Build a performing Arts Center
- Performance Indicator (4): Develop a RC 2030 Vision for future facilities and locations.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Increase the number of individual student devices (Chromebooks and iPads) to equal the number of students enrolled.
- Performance Indicator (3): Teachers will continuously improve their practice by participating in professional development which focuses on developing student centered learning, differentiated instruction and digital citizenship.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Increase purposeful technology use by staff and students.
- Performance Indicator (2): Provide relevant and meaningful professional learning to increase differentiation within classrooms through the districtwide PLC framework.
- Performance Indicator (3): Data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Create an action plan to address mental health needs of students

- Performance Indicator (1): Diversify mental health supports to meet the complex needs of students in crisis.

- Performance Indicator (2): As resources permit, increase staffing to support mental health needs, including but not limited to, school counselors, at-risk school counselors, interventionists, and school psychologist.

Curriculum, Instruction and Assessment 2018-2019

For the 2018-2019 school year, Raymond Central will continue its focus on learning by aligning instructional practices with research, our purpose, beliefs, assumptions, policies, practices and procedures must relate to learning, and decisions about curriculum, assessment, instruction, interventions, and grading must filter through a framework of best practice to determine probable impacts on learning. The first step in developing our focus on learning for the 2018-2019 school year will be to develop a shared purpose and engage in collective inquiry through our professional learning community framework. Overall, we will develop what kind of school district are we striving to become. Questions we will ask during the first action step are:

We are committed to professional learning opportunities that engage us in a process of continuous improvement with a sole focus on student learning.

How does our Professional Learning Process work?

The entire staff engages in an ongoing, collaborative, process of collective inquiry and action research to achieve better results for their students. (Dufour, Dufour, Eaker & Many, Learning by Doing: A Handbook for Professional Learning Communities at Work, 2016)

The five characteristics of our 2018-2019 Professional Learning:

- Collective inquiry into **differentiation** and current reality
- A collaborative culture with a focus on learning for all
- Action oriented: learning by doing
- A commitment to continuous improvement
- Results orientation

Curriculum, Instruction and Assessment Goals

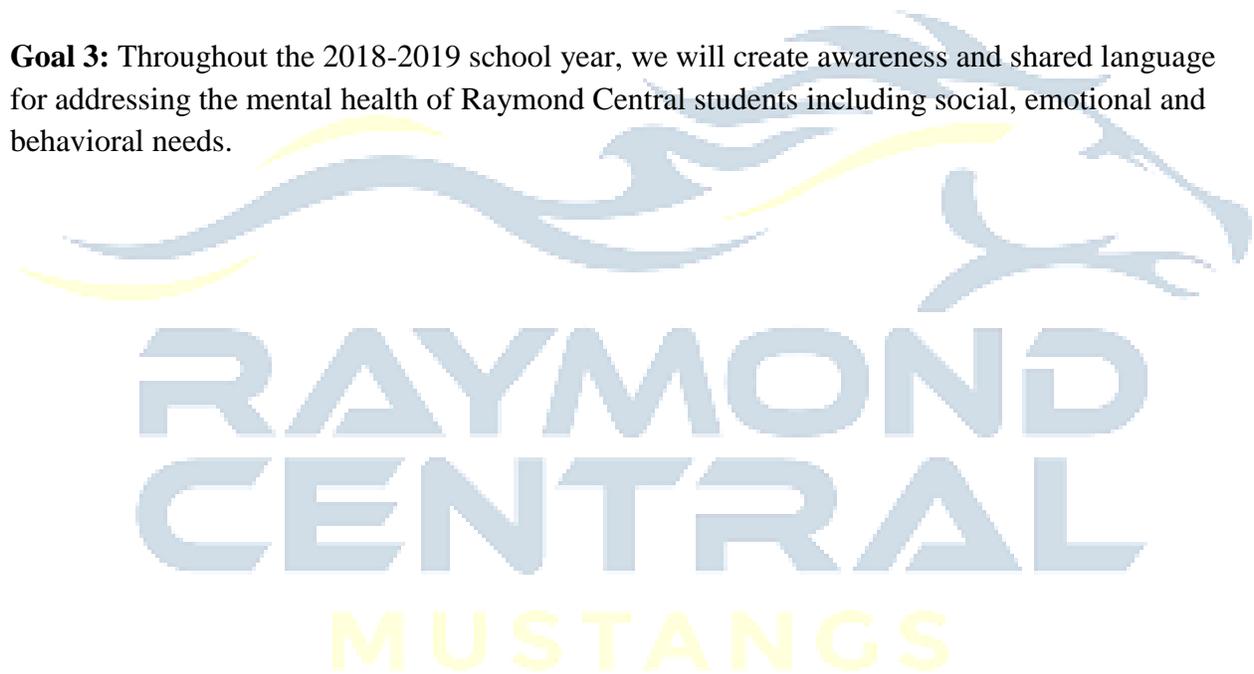
Goal 1: By the end of the 2018-2019 school year, teachers will implement differentiated instructional strategies to support all learners in their classroom based on student readiness, interest, and learning profile. Evidence will be collected on the following elements:

- Content
- Process
- Products
- Learning Environment

Goal 2: By the end of the 2018-2019 school year, we will create a Raymond Central Professional Learning Communities vision, communicate the Professional Learning Community process, and utilize the four guiding questions to drive our work.

1. What do we expect students to learn?
 - a. Performance Indicator(s): Essential learning outcomes, power standards, learning targets, pacing
2. How will we know if they learn it?
 - a. Performance Indicator(s): Common assessments, quick checks for understanding, analyzing results.
3. How do we respond when students experience difficulty in learning?
 - a. Performance Indicator(s): Differentiated instruction, MTSS interventions
4. How will we respond when students do learn?
 - a. Performance Indicator(s): Differentiated instruction and enrichments

Goal 3: Throughout the 2018-2019 school year, we will create awareness and shared language for addressing the mental health of Raymond Central students including social, emotional and behavioral needs.



2018-2019 Superintendent Goals

Review Months: September, December, March, July

Mutual Goals for the Superintendent 2018-2019

- 1. Foster a positive district climate by building strong internal and external relationships to support student achievement.**
 - a. Performance Indicators:*
 - i. Maintain high levels of district visibility at community events.
 - ii. Maintain a high level of visibility at school sites and events.
 - iii. Develop community partnerships to expand educational opportunities for students.
- 2. Continue the creation of a 5 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.**
 - a. Performance Indicators:*
 - i. By December 1st, create a community based task force to view enrollment projections and infrastructure needs.
 - 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. Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.**
 - a. Performance Indicators:*
 - i. Implement an effective Professional Learning Community framework at RC to drive professional inquiry among staff.
 - ii. Adopt the Multi-Tiered Systems of Support system to ensure learning for all students through targeted interventions.
 - iii. Collaborate with stakeholders to develop a 2030 vision for RC.
- 4. Continue to foster transparency in district communications using all available media technologies.**
 - a. Performance Indicators:*
 - i. Provide timely communication to staff and community to ensure they are well-informed about the district's mission, values, goals, initiatives and accomplishments.
 - ii. Create and maintain a weekly superintendent's blog utilizing the new district website.

The Annual Report includes informative demographic, budget, and assessment statistics. The Raymond Central School District submits this report to patrons to help you understand data about the school system. It is through this understanding that we as a community can take pride in 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 invite you 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 AdvancED. Every five years the school district develops goals, implements programs, and gathers data to meet the five standards of AdvancED. 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.

AdvancED 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.

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	2014-15	2015-16	2016-17	2017-18	2018-19
Square Miles	169.5 sq mi				
Assess Valuation	\$616,522,944	\$665,032,665	\$701,470,511	\$733,219,850	\$741,384,867
Total Levy	1.199244	1.177353	1.150936	1.135041	1.150006
Enrollment K-12	577	604	621	645	645

RC PK-12 Enrollment 2018-19			
Grade	Total	Boys	Girls
PK	41	21	20
K	49	31	18
1st	39	24	15
2nd	47	25	22
3rd	50	26	24
4th	57	21	36
5th	45	18	27
6th	49	29	20
7th	60	31	29
8th	39	21	18
9th	56	28	28
10th	54	35	19
11th	39	25	14
12th	61	25	36
TOTALS	686	360	319

K-12 Enrollment History	
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
2003-04	697

District Profile - 2018	RC Statistics	State Statistics
Per Pupil Cost	\$14,870.00	\$12,223.02
Poverty Percentage	20.20%	45.83%
Attendance Percentage	95.78%	94.30%
Graduation Percentage	95%	89%
Highly Mobile Percentage	5.49%	4.23%
English Language Learners	0.20%	6.87%
Special Education Percentage	12.71%	15.12%
Teachers with Master's Degree	64.15%	54.92%

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

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.

ACT - Juniors					
Year	English Language Arts	Math	Science	RC Composite	State Composite
2017-2018	19.2	20.0	21.0	20.5	19.4

Nebraska State Standards – Reading – 2017 labeled English Language Arts					
College / Career Ready or On Track					
Grade	RC - 2015	RC - 2016	RC - 2017	RC - 2018	State - 2018
3	85	87	56	67	53
4	80	89	64	67	56
5	83	83	58	48	51
6	80	85	55	53	47
7	92	83	33	59	48
8	74	92	45	37	51
11	92	83	-	-	-

Nebraska State Standards - Math College / Career Ready or On Track					
Grade	RC – 2015	RC - 2016	RC – 2017	RC - 2018	State - 2018
3	86	75	81	57	49
4	85	88	85	69	49
5	76	81	92	63	50
6	75	74	84	64	54
7	69	81	69	49	49
8	80	64	78	35	50
11	75	77	-	-	-

Nebraska State Standards - Science College / Career Ready or On Track					
Grade	RC - 2015	RC - 2016	RC - 2017	RC - 2018	State – 2018
5	72	81	76	65	69
8	83	81	73	65	66
11	89	94	-	-	-

RAYMOND CENTRAL BUDGET INFORMATION

FUND	LEVY 2016-17	LEVY 2017-18	LEVY 2018-19
General Fund	0.975	0.966	1.00
Building Fund	0.030	0.040	0.049729
HS Bond Fund	0.116	0.124	0.100276
Elem Bond Fund	0.024	-	-
Qual Capital Purp Under Fund	0.005	0.005	-
Total Levy	\$1.150	\$1.135	\$1.150006

2018-19 BUDGET RECEIPTS			
Local Sources	0.1786%		
County Sources	5.4106%		
State Aid	1.5910%		
State Sources	5.5445%		
Federal Sources	2.6892%		
Non-Revenue Sources	0.0023%		
Property Taxes	84.5838%		
Sub Total			
Cash Reserve			
Total	100%		

Total Salaries / Benefits	70.5919%		
Total Instructional	10.6303%		
Total Operation / Maintenance	14.7962%		
Total Transportation	3.9816%		
Total	100%		

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
2015/16	\$166,152.50
2016/17	\$146,509.00
2017/18	\$101,349.00
2018/19	\$138,060.00

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	\$665,032,655
2016/17	\$701,470,511
2017/18	\$733,279,850
2018/19	\$741,384,867

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.

Raymond Central has been 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 2018-2019 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 2018-2019 school year, Raymond Central has partnered with Tim Golden, Multiple Intelligences Cubed, to facilitate an assessment for the entire 6th grade. The purpose of the assessment is to identify students' natural talents and provide the knowledge, tools, and training that will empower them to maximize those talents. The 6th grade teaching staff will use the individual student data from the assessment to create a personalized learning experience for students.

Raymond Central Public Schools was featured in 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.

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 to seek input in regards to 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 will present at a state and national level conference.

The 2016-17 school year was the first year for all juniors to be 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.

2017-2018 Preschool and 6th Grade Transition Program

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, which all 32 spots were filled by August. 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.

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 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, FCS, Industrial Technology, and Speech. Students also take classes in the areas of: Physical Education, Health, and Music.

High School Provides More Choices

The grades 9-12 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 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.

History

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.

Celebrations & Successes

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

FFA – State and National Qualifiers

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

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.