



December 2015

2014 - 2015

Heartland Community Schools

ANNUAL REPORT



Our paraprofessionals read books to our elementary students at breakfast!

A NOTE FROM THE SUPERINTENDENT

“Thank you for your continued support ... “

The 2014-2015 academic year is behind us and once again it is time for us to provide our patrons with a school district annual report. We are very proud of the many accomplishments our students have achieved along with the help of teachers, staff members, parents, and community.

Much of the data that we use to measure progress is included in this Annual Report. You will find information on student achievement, demographics of the school district, along with financial information. I encourage you to review the report to become more familiar with our school district. With your help we will be able to achieve our mission of a quality education for each and every student.

You may also review our state report card on the Nebraska Department of Education’s website at http://reportcard.education.ne.gov/Default_State.aspx. Once there click on school district and type in Heartland.

School Finances

Tax dollars are a very important resource for school districts in their efforts to educate children. Nebraska schools receive taxes and other receipts from local, county, state, and federal sources. As you look at the information included in this report, you will notice that the great majority of the dollars used to fund education in our district are generated by local tax dollars. The other resources are necessary yet they are small by comparison.

As you can see from the financial graphs on the following pages, we have worked to keep spending low while providing for a quality education for our students. Going into the 2014-15 school year, the amount of tax dollars that we asked for actually decreased from the year prior.

Many of the building and curriculum updates are financed via our depreciation fund, which cannot be utilized for salaries or operating expenses.

The Heartland Community Schools rest on a solid financial foundation and we appreciate the support of tax dollars and realize the care with which we need to take in our asking for this funding.

ABOUT THE HEARTLAND COMMUNITY SCHOOLS

Serving students in York, Hamilton, and Fillmore counties and the communities of Bradshaw and Henderson.

Thank You

If you have children in the Heartland schools, we hope that you are involved in their education as a partner with their teachers.

If you reside within our district, but your children are all out of school, there are plenty of ways to stay involved.

If you know those who are attending elsewhere, but live within our district, have them revisit and “come home” to a great, small-town, progressive district that is Heartland Community Schools.

Thank you for your continued support and feel free to stop in the office at any time.

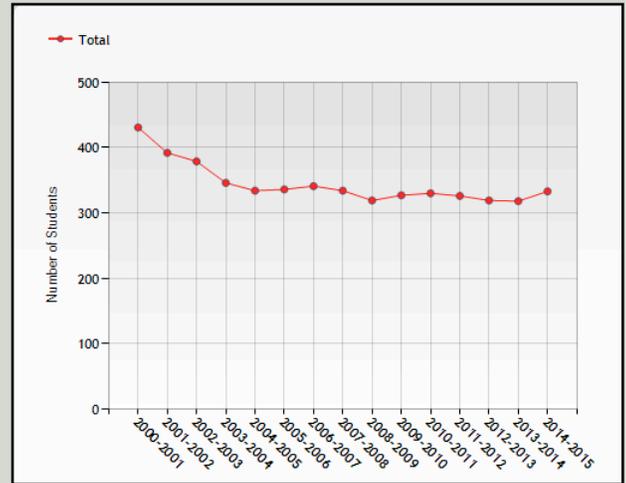


Enrollment Trends

The enrollment trend at Heartland Community Schools has leveled over the last few years following a drop in numbers at the beginning of the 2005-06 school year.

The number of students in grades 7-12 remain relatively steady and

we are encouraged by the growing number in our elementary grades. Our overall enrollment increased 15 students in the last year.



New Programs

The elementary teachers implemented their new research-based core reading program, “Reading Street”, in the 2012-2013 school year and have seen some immediate success. Please look at our reading score improvement later in this report.

We also launched an ambitious program to put technology into the hands of our students. Each teacher and students in grades 7-12 has been issued a laptop, the students and teachers in grades K-6 now have access to iPads at the ratio of two students per device, and we have upgraded our network speeds and capabilities. We are busy with training teachers on the most effective ways to utilize the technology in order to heighten our student achievement.



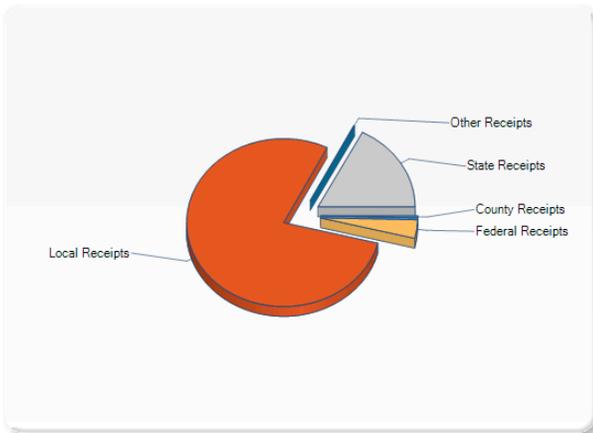
IPADS & READING ASSESSMENTS

Our elementary teachers are now using iPads to conduct quick reading assessments with the students in order to receive immediate feedback. The assessments had been done with paper and pencil in years prior. Now, they are able to make instructional decisions to help the student improve immediately after the evaluation.

FISCAL RESPONSIBILITY

Providing Quality Instruction
While Being A Good Steward
Of Taxpayers' Money

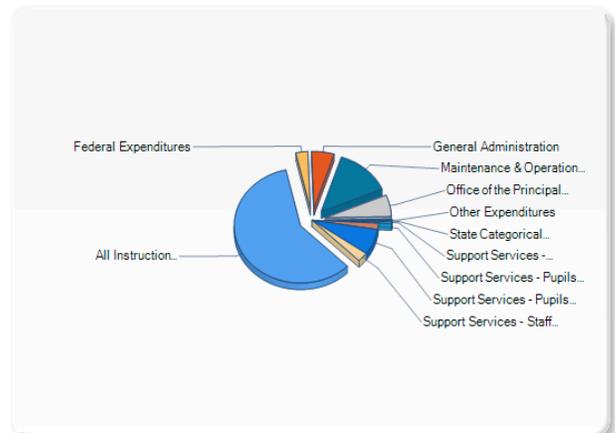
Receipts
2013-2014 School Year



2013-2014 Receipts

| | Receipts | Percent |
|-----------------------|-----------------------|---------|
| County Receipts | \$20,748.39 | 0.37 % |
| Federal Receipts | \$200,429.59 | 3.56 % |
| Local Receipts | \$4,414,676.50 | 78.47 % |
| Other Receipts | \$10,635.00 | 0.19 % |
| State Receipts | \$979,434.48 | 17.41 % |
| Total Receipts | \$5,625,923.96 | |

Expenditures
2013-2014 School Year



2013-2014 Expenditures

| | Expenditures | Percent |
|--|-----------------------|---------|
| All Instruction Expenditures | \$3,030,895.00 | 58.94 % |
| Federal Expenditures | \$151,546.35 | 2.95 % |
| General Administration | \$285,266.83 | 5.55 % |
| Maintenance & Operation Expenditures | \$699,103.09 | 13.60 % |
| Office of the Principal Expenditures | \$316,218.16 | 6.15 % |
| Other Expenditures | \$30,000.00 | 0.58 % |
| State Categorical Programs | \$0.00 | 0.00 % |
| Support Services - Business | \$30,140.34 | 0.59 % |
| Support Services - Pupils Expenditures | \$91,263.93 | 1.77 % |
| Support Services - Pupils Transportation | \$372,307.79 | 7.24 % |
| Support Services - Staff Expenditures | \$135,324.71 | 2.63 % |
| Total Expenditures | \$5,182,066.20 | |

Our budget & tax asking will both decrease for the second year in a row in 2015-16.

What are the trends?

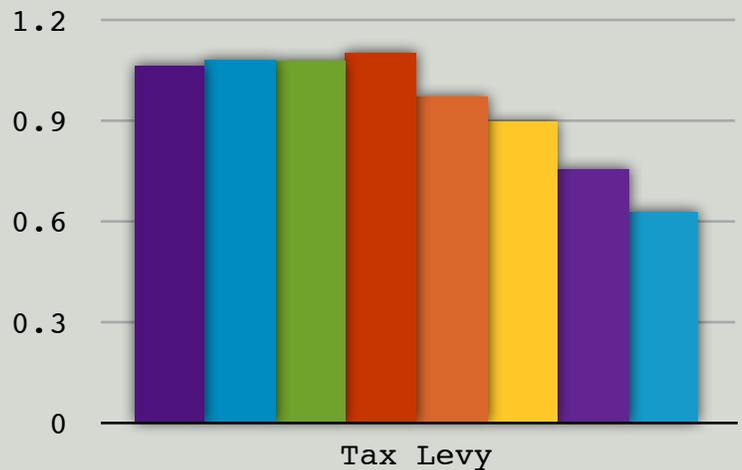
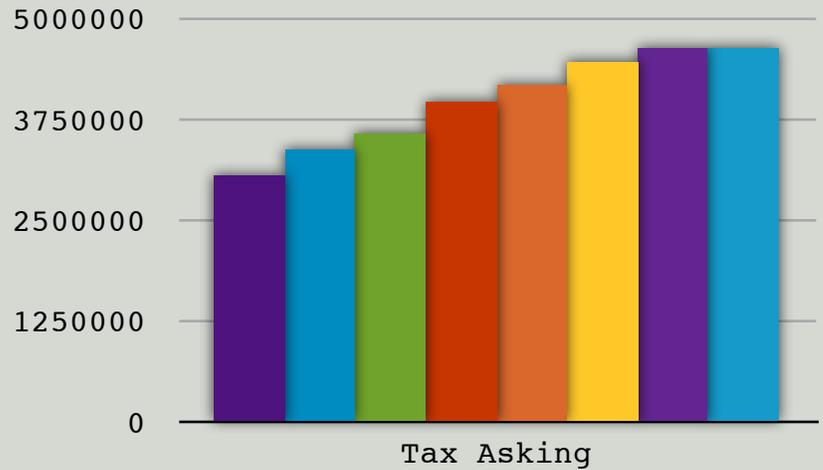
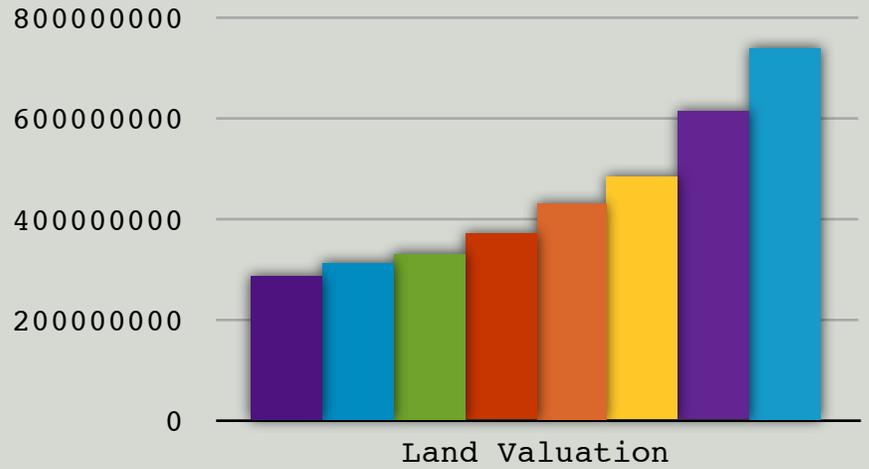
| | LAND VALUES | TAX ASKING | TAX LEVY | TOTAL BUDGET |
|---------------------------------------|-------------|------------|----------|--------------|
| PER YEAR OVER THE LAST 5 YEARS | | | | |
| | +20% | +3% | -9% | +2% |

BY THE NUMBERS ...

Land values have increased sharply, our tax asking has actually declined each of the last two years, and our tax levy has fallen to \$0.63 per hundred dollars valuation, from \$1.10 in 2010-11.



■ 2007-08 ■ 2008-09 ■ 2009-10 ■ 2010-11
■ 2011-12 ■ 2012-13 ■ 2013-14 ■ 2014-15



STUDENT PERFORMANCE

Evaluating Assessment Data to Improve Instruction

Standardized testing vs. state standards assessments

While test scores do not always paint the most accurate picture of students progress or success, we need a system in place to monitor student progress and provide data for analyzing our instructional programs. Standardized tests are those that are written by a testing company, have very high validity and reliability, and are taken by a large number of students across the nation. These tests assess a wide variety of topics in a particular subject area. The state standards assessments are written in much the same way, but focus specifically on those topics in reading, math, and science as identified by the state department of education.

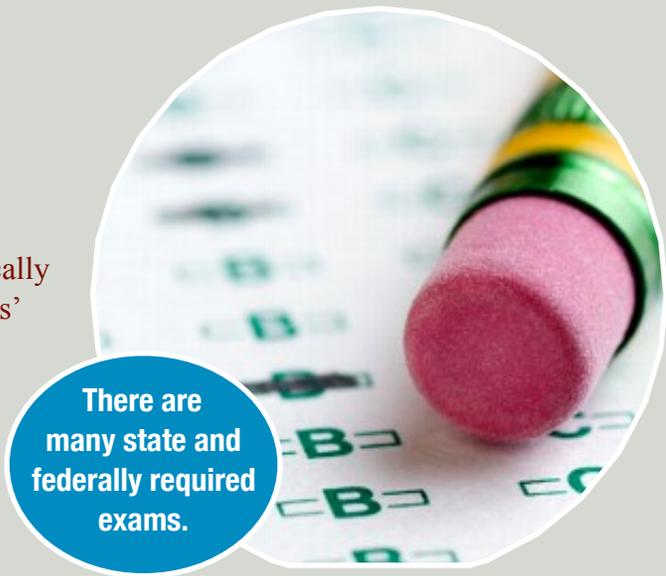
Standardized tests

The standardized tests that we use with our students include: The NWEA MAP tests at grades 3-9, the PLAN for sophomores, and the

ACT test, which is typically taken during the students' junior year. All tests measure how well our students perform in the areas of reading, language, math, & science as compared to millions of other students across the nation. We also analyze these scores internally to look for areas of strength or improvement as our students move through the system. The MAP tests are used twice each year to provide immediate feedback to teachers on the needs of our students. Other national tests are administered once each year.

State standards assessments

We are required to teach and assess the state standards in reading, writing, math, science, and social studies each year. Beginning in the spring of 2010, all students across the state participated in the state



There are many state and federally required exams.

developed reading exam in grades 3-9. In the spring of 2011, math was added to the state testing and in the spring of 2012, science joined the battery of tests. The “benchmark” years for reporting this data is in grades 4, 8, & 11 in math and writing and grades 5, 8, & 11 in science and social studies.

In 2015-16, the state will implement a new way of analyzing the quality of schools in Nebraska. The program is called AQuESTT and more information can be found below.

AQuESTT

AQuESTT is a new accountability system that is broader than past state and federal systems in that it goes beyond test scores to classify schools on, among other factors, growth,

improvement and graduation rates as well as a detailed analysis of individual schools. Based on individual school findings, schools may receive credit toward their classification for certain improvements and/or also lose classification points.

The new classifications will be highlighted in next year's annual report, but may be accessed from our website : heartlandschools.org under “Our District”>”District Profile”>”Achievement Data”

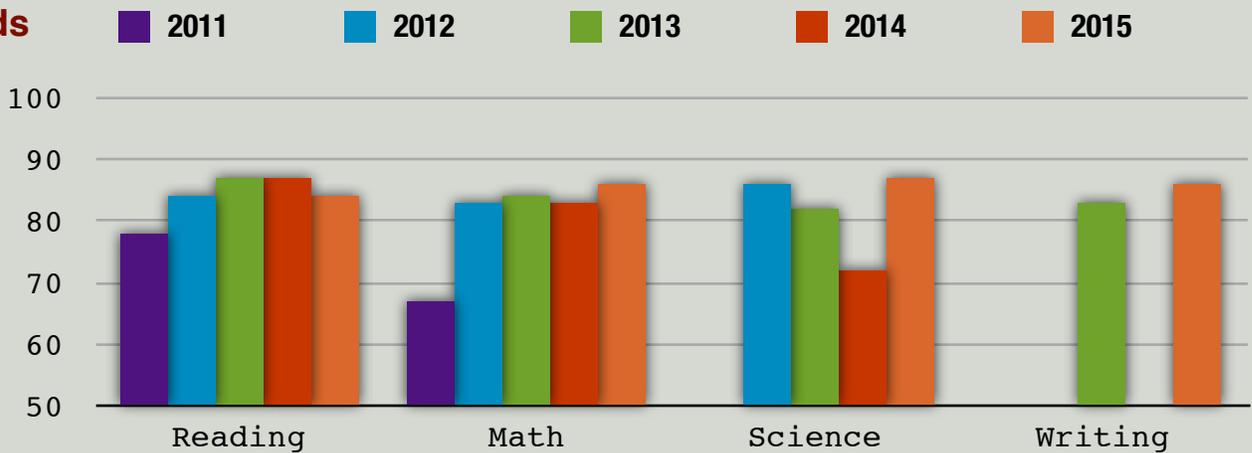
STATE STANDARDS ASSESSMENTS

Growth is Encouraging

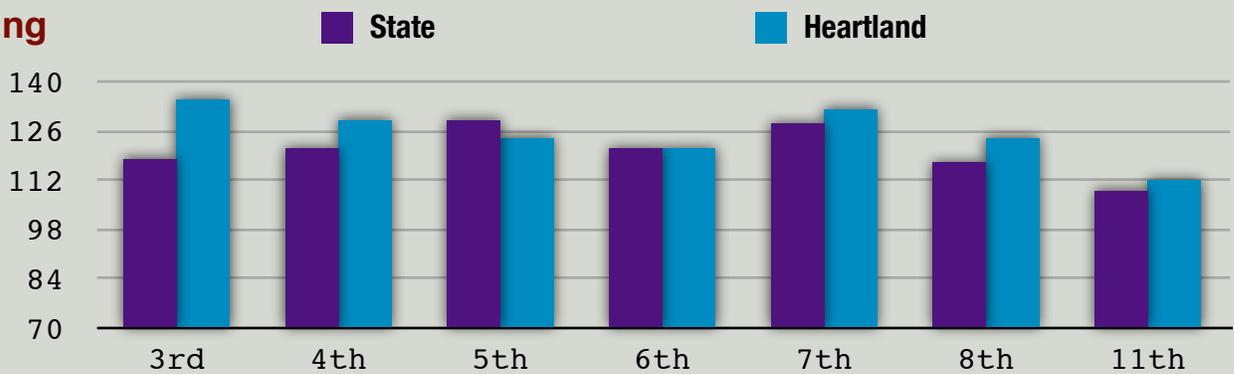
Nebraska's accountability system ranks school districts by their students' average scale scores on state tests. All students in the state of Nebraska took the same "one chance" test in the subject areas of reading, mathematics, science, and writing.

In a school of our size, one or two students can make a large difference in our data averages. This is why we sometimes see large changes in our data from one year to the next on some tests.

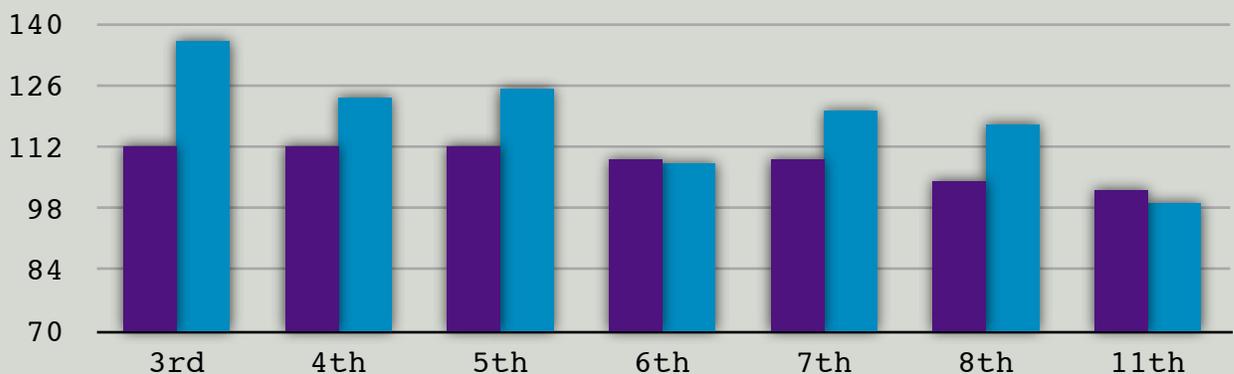
Trends



Reading



Mathematics



NATIONAL EXAMS & IMPROVEMENT GOALS

Heartland Students Continue to Achieve on the ACT Test

The ACT test is taken by nearly 3.5 million students across the country each year. The test is intended to measure a student's likelihood of succeeding at college-level coursework and consists of four sections: English, reading, mathematics, and science reasoning. The highest possible score is 36.

Over 70% of students in Nebraska high schools, including Heartland, take the ACT exam. When compared to 12 other states that have over 70% of their students take the ACT exam, Nebraska ranks first in the group.

Students in Heartland show a trend well-above the national and state averages on the ACT exam and are above this top ranked state average most years.



Starting a
New Day!

NWEA MAP Testing

The MAP tests are given to students in grades 3-9, twice each year. The tests, in the areas of language arts, math, and science, are computer based and adaptive in nature. As students answer questions, the test asks easier or more difficult questions based on the student response.

Our students showed growth throughout the year at a pace equal to or higher than the national average and teachers continue to monitor and discuss these results multiple times each year.

School Improvement Goals

Beginning in the 2013-14 school year, the staff revisited the district's school improvement plan, deriving goals from student achievement data. Once they have identified areas of success and concern, specific school improvement plans will be developed which contain research-based initiatives for use in the classroom.

Data will be collected during this improvement cycle and adjustments to the strategies will be made based upon this data. From early discussions, the areas of focus over the next few years will be reading, vocabulary, re-aligning the curriculum to the state standards, and the infusion of technology into the classroom.

Mission

Heartland Community Schools – Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Goal

- To improve student learning through the alignment of teaching objectives and state standards within a subject for all grade levels.

Goal

- Increase student achievement in the area of vocabulary for all students, grades K-12.



DID YOU KNOW?

- 40% of our teachers hold Masters' degrees and have nearly 20 years of experience, on average.
- Over 90% of our students attend a post-secondary institution.
- 96% of our high school students participate in an extra-curricular activity.
- Our enrollment has remained relatively steady for the last 10 years.
- We graduate 10% more students in 4-years of high school than the state average.
- Our attendance rate is higher than the state average.
- A higher percentage of our budget goes directly to instruction than the average school in the state.

CHECK US OUT ON THE WEB ...

You can access the state testing results and other numbers from all schools from across the state of Nebraska at the following link:

<http://reportcard.education.ne.gov/Search/DistrictSearch.aspx>

From current news to archived stories and from lunch menus to the latest in instructional programs, it is all on our school district website at:

<http://www.heartlandschools.org>

And on Facebook:

<http://www.facebook.com/heartlandcommunityschools>

In compliance with Title II of the Education Amendments of 1976; title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; and Section 504 of the Rehabilitation Act, the Heartland Community Schools shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the education programs or activities which it operates.



CRUNCH THE NUMBERS

Our staff meets for a half-day twice each year to study our district-wide testing data in order to make adjustments in our teaching strategies.

BAND CHAMPS

Our marching band has been crowned as the overall champion for each of the last 3 years at the Harvest of Harmony Parade. Over 100 bands participate.

HEARTLAND COMMUNITY SCHOOLS

1501 Front Street

Henderson, NE 68371