

2022 - 2023
August 1, 2022 - July 31, 2023

HEARTLAND COMMUNITY SCHOOLS

Annual Report



EMPOWERING EXCELLENCE - Every Student, Every Day

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HEARTLAND COMMUNITY SCHOOLS

OUR MISSION

EMPOWERING EXCELLENCE - Every Student, Every Day

OUR VISION

A school that is uniquely focused on supporting all students as they build the knowledge, skills, and dispositions necessary for:

- Life-Long Learning
- Problem Solving
- Critical Thinking
- Civic Engagement
- Healthy Living



OUR BELIEFS

- All students have value.
- All students are capable of learning.
- Our school must provide a positive, safe, and caring environment for learning and teaching.
- Our school must prepare students for a lifetime of learning.
- Our school must provide all students with challenging, learning opportunities.
- Community support is a strength of our school and fostering positive relationships between our school and our communities, based on cooperation and respect, is essential.
- We must always demonstrate integrity in our words and in our actions.

EMPOWERING EXCELLENCE - Every Student, Every Day

HEARTLAND COMMUNITY SCHOOLS

PK-12 Fall Enrollment: 353 Students

School Mascot: Huskies

School Colors: Crimson / Black / White

Inaugural Year: 1998 - 1999

**Districts Re-Organized To Form Heartland Community Schools: Bradshaw Public Schools
Henderson Community Schools**

**Communities Within The District: Bradshaw
Henderson**

District Size: 154 sq. mi.

**District Schools (2): Heartland Elementary School
Heartland Jr.-Sr. High School**

Activities Conference: Southern Nebraska Conference

Educational Service Unit: ESU 6, Milford

State Legislative District: 24

State Board Of Education District: 5

US Congressional District: 3



**Heartland Community Schools
1501 Front Street
Henderson, NE 68371
402-723-4434**

Website: www.heartlandschools.org

Facebook: www.facebook.com/heartlandcommunityschools

Twitter: Heartland Huskies @hcsdogpound

BOARD MEMBERS & DISTRICT PERSONNEL

Board of Education 2022

President: Gary Braun
 Vice President: Kent Allen
 Secretary: Steve Stebbing
 Lacey Gloystein
 Tyler Newton
 Tammy Ott

Board of Education 2023

President: Gary Braun
 Vice President: Lacey Gloystein
 Secretary: Tammy Ott
 Ryan Goertzen
 Jen Hiebner
 Tyler Newton

Administration

Superintendent: Jeremy Klein
 PK-6 Principal: Dana Reinke
 7-12 Principal: Tim Carr

Certificated Staff

Instructional & Educational Staff number of staff:	34	
Instructional & Educational Staff FTE:	33.70	
Instructional & Educational Staff with Masters Degrees:	20	NE Ave. 57% 58%
Instructional & Educational Staff average of total years experience:	17.4	13.9
Instructional & Educational Staff average of years experience with district:	10.4	

Classified & Support Staff

Clerical Staff number of staff:	3
Para-Educators number of staff:	16
Maintenance Staff number of staff:	3
Transportation Staff number of staff:	7

New Staff Members

Kylee Dixon: 7-12 English Language Arts Teacher
 Jenifer Dillon: 1st Grade Teacher
 Cheyenne Hiebner: Para Educator
 Amy Jahnke: Para Educator
 Janet May: 7-12 Secretary
 Sydni Kunc: Special Educator
 Amy Rotter: Special Educator
 Lance Ruhl: Maintenance

SERVICE MILESTONES

5 Years Of Service

Kasey Blase
 Kevin Friesen
 Christa Lindsay
 Lori Loughman
 Dana Reinke
 Daniel Wagner

10 Years Of Service

Anne Regier

25 Years Of Service

Carrie Regier



Retirements

David Clayton: Bus Driver; 9 years with the district
 Kristy Most: Business Teacher; 35 years with the district
 Bridget Yoder: Bus Driver; 9 years with the district

Heartland Community Schools is an Equal Opportunity Employer

STUDENT ENROLLMENT & DEMOGRAPHICS

Student Enrollment

<i>School Year</i>	<i>PK-12</i>	<i>K-12</i>	<i>PK</i>	<i>K</i>	<i>K-6</i>	<i>7-12</i>
<i>22-23</i>	353	323	30	29	167	156
<i>21-22</i>	361	326	35	20	160	166
<i>20-21</i>	344	315	29	24	153	162
<i>19-20</i>	353	317	36	19	163	154
<i>18-19</i>	322	299	23	21	156	143
<i>17-18</i>	327	300	27	20	155	145
<i>16-17</i>	330	304	26	21	163	141
<i>15-16</i>	333	309	24	16	166	143
<i>14-15</i>	333	309	24	24	164	145
<i>13-14</i>	318	293	25	30	155	138

Daily Attendance Rate

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>22-23</i>	95.30%	92.50%
<i>21-22</i>	93.64%	92.28%
<i>20-21</i>	93.98%	93.21%
<i>19-20</i>	95.55%	94.30%
<i>18-19</i>	96.02%	94.48%
<i>17-18</i>	97.13%	94.30%
<i>16-17</i>	95.96%	94.59%
<i>15-16</i>	95.88%	94.89%
<i>14-15</i>	95.95%	95.17%
<i>13-14</i>	95.85%	95.18%

4-Year Graduation Rate

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>22-23</i>	96.15%	87.25%
<i>21-22</i>	96.15%	87.12%
<i>20-21</i>	95.65%	87.56%
<i>19-20</i>	96.00%	87.51%
<i>18-19</i>	96.15%	88.42%
<i>17-18</i>	100.00%	89.03%
<i>16-17</i>	95.24%	89.11%
<i>15-16</i>	95.65%	89.27%
<i>14-15</i>	96.43%	88.89%
<i>13-14</i>	90.00%	89.66%

Free & Reduced Lunch Participation

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>22-23</i>	32.58%	49.69%
<i>21-22</i>	24.65%	41.31%
<i>20-21</i>	30.23%	46.33%
<i>19-20</i>	29.46%	45.60%
<i>18-19</i>	30.12%	45.21%
<i>17-18</i>	33.94%	45.83%
<i>16-17</i>	31.82%	44.65%
<i>15-16</i>	30.33%	44.12%
<i>14-15</i>	29.43%	44.23%
<i>13-14</i>	27.99%	44.93%

Students Receiving SPED Services

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>22-23</i>	13.31%	16.45%
<i>21-22</i>	13.50%	15.92%
<i>20-21</i>	15.56%	15.67%
<i>19-20</i>	12.93%	15.56%
<i>18-19</i>	13.38%	15.48%
<i>17-18</i>	16.00%	15.12%
<i>16-17</i>	15.46%	14.97%
<i>15-16</i>	17.48%	14.71%
<i>14-15</i>	22.65%	14.71%
<i>13-14</i>	25.94%	15.74%



NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

ENGLISH LANGUAGE ARTS

The tables on this page list the percentage of students that met or exceeded the Nebraska College & Career Readiness benchmark levels of performance that are established by the Nebraska State Department of Education for the statewide NSCAS English Language Arts assessment . These percentages are listed for both Heartland students and for all students across Nebraska that took the assessment at each grade level for which the statewide NSCAS assessments are administered.

Students Meeting Nebraska College & Career Readiness Grade Level Benchmarks

3RD GRADE

	Heartland	NE - Statewide
<i>22-23</i>	91%	62%
<i>21-22</i>	52%	50%
<i>20-21</i>	65%	50%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	63%	56%
<i>17-18</i>	68%	53%

4TH GRADE

	Heartland	NE - Statewide
<i>22-23</i>	61%	55%
<i>21-22</i>	71%	53%
<i>20-21</i>	60%	54%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	78%	58%
<i>17-18</i>	81%	56%

5TH GRADE

	Heartland	NE - Statewide
<i>22-23</i>	67%	57%
<i>21-22</i>	59%	47%
<i>20-21</i>	67%	46%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	58%	48%
<i>17-18</i>	46%	51%

6TH GRADE

	Heartland	NE - Statewide
<i>22-23</i>	66%	55%
<i>21-22</i>	62%	44%
<i>20-21</i>	58%	45%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	58%	49%
<i>17-18</i>	75%	47%

7TH GRADE

	Heartland	NE - Statewide
<i>22-23</i>	68%	54%
<i>21-22</i>	46%	42%
<i>20-21</i>	65%	44%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	68%	49%
<i>17-18</i>	68%	47%

8TH GRADE

	Heartland	NE - Statewide
<i>22-23</i>	100%	63
<i>21-22</i>	51%	46%
<i>20-21</i>	71%	50%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	48%	50%
<i>17-18</i>	60%	51%

11TH GRADE STATEWIDE ACT

	Heartland	NE - Statewide
<i>22-23</i>	75%	46%
<i>21-22</i>	67%	46%
<i>20-21</i>	38%	46%
<i>19-20</i>	<i>not tested due to statewide closure</i>	
<i>18-19</i>	64%	51%
<i>17-18</i>	74%	50%



NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

MATHEMATICS

The tables on this page list the percentage of students that met or exceeded the Nebraska College & Career Readiness benchmark levels of performance that are established by the Nebraska State Department of Education for the statewide NSCAS Math assessment. These percentages are listed for both Heartland students and for all students across Nebraska that took the assessment at each grade level for which the statewide NSCAS assessments are administered.

Students Meeting Nebraska College & Career Readiness Grade Level Benchmarks

3RD GRADE

	Heartland	NE - Statewide
22-23	77%	58%
21-22	70%	50%
20-21	50%	47%
19-20	<i>not tested due to statewide closure</i>	
18-19	56%	55%
17-18	50%	50%

4TH GRADE

	Heartland	NE - Statewide
22-23	78%	58%
21-22	76%	46%
20-21	52%	46%
19-20	<i>not tested due to statewide closure</i>	
18-19	91%	52%
17-18	74%	50%

5TH GRADE

	Heartland	NE - Statewide
22-23	71%	65%
21-22	44%	49%
20-21	38%	46%
19-20	<i>not tested due to statewide closure</i>	
18-19	61%	54%
17-18	46%	50%

6TH GRADE

	Heartland	NE - Statewide
22-23	69%	57%
21-22	57%	46%
20-21	62%	47%
19-20	<i>not tested due to statewide closure</i>	
18-19	88%	55%
17-18	85%	55%

7TH GRADE

	Heartland	NE - Statewide
22-23	86%	65%
21-22	69%	44%
20-21	68%	46%
19-20	<i>not tested due to statewide closure</i>	
18-19	73%	49%
17-18	68%	49%

8TH GRADE

	Heartland	NE - Statewide
22-23	92%	61%
21-22	66%	41%
20-21	79%	45%
19-20	<i>not tested due to statewide closure</i>	
18-19	70%	47%
17-18	70%	50%

11TH GRADE STATEWIDE ACT

	Heartland	NE - Statewide
22-23	75%	42%
21-22	63%	24%
20-21	63%	44%
19-20	<i>not tested due to statewide closure</i>	
18-19	64%	38%
17-18	70%	45%



NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

SCIENCE

The tables on this page list the percentage of students that met or exceeded the Nebraska College & Career Readiness benchmark levels of performance that are established by the Nebraska State Department of Education for the statewide NSCAS Science assessment. These percentages are listed for both Heartland students and for all students across Nebraska that took the assessment at each grade level for which the statewide NSCAS assessments are administered.

Students Meeting Nebraska College & Career Readiness Grade Level Benchmarks

5TH GRADE

	Heartland	NE - Statewide
22-23	81%	76%
21-22	74%	71%
20-21	<i>not tested - new assessment released in 21-22</i>	
19-20	<i>not tested due to statewide closure</i>	
18-19	90%	69%
17-18	81%	69%

8TH GRADE

	Heartland	NE - Statewide
22-23	83%	64%
21-22	74%	63%
20-21	<i>not tested - new assessment released in 21-22</i>	
19-20	<i>not tested due to statewide closure</i>	
18-19	78%	63%
17-18	95%	66%

The 21-22 school year represents the first year of new Science standards being fully utilized in the Science assessment for Grades 5 & 8. Assessments for the 17-18 & 18-19 school years assessed the prior standards on the statewide Science assessment. Because of the revision in standards, results from 21-22 and after are not directly comparable to results prior to 21-22.

11TH GRADE STATEWIDE ACT

	Heartland	NE - Statewide
22-23	60%	49%
21-22	63%	48%
20-21	67%	50%
19-20	<i>not tested due to statewide closure</i>	
18-19	68%	53%
17-18	70%	54%



NWEA: Measures Of Academic Progress (MAPS) Assessment

READING & MATHEMATICS

Schools are required to assess student performance through one standardized, nationally-normed achievement test each year in certain grade levels. MAPS Assessments are given to all students in Heartland Community Schools in grades 2 through 8. The MAPS Assessments that we utilize are aligned to Nebraska's grade-level standards. MAPS assessments are advantageous as they provide a general indicator of grade-level proficiency for each student in the areas where we assessment performance - Reading & Math. Additionally, our MAPS assessments will provide us with information we can utilize as a general indication of year-to-year growth for each student starting in 3rd Grade. On a system-wide basis, we will evaluate results as they relate to indicators of both proficiency and growth. Generally, speaking we expect 85% or more of students to meet either the Proficiency or the Growth indicators.

Meeting General Grade-Level Proficiency Indicators & General Growth Indicators

2ND GRADE							
READING				MATH			
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Students Scoring in Top 25% Nationally
22-23	96%	na	68%	22-23	84%	na	52%
21-22	87%	na	61%	21-22	91%	na	35%
20-21	84%	na	53%	20-21	74%	na	63%

3RD GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	82%	62%	86%	46%	22-23	96%	86%	100%	64%
21-22	74%	57%	86%	48%	21-22	77%	59%	91%	41%
20-21	83%	na	na	53%	20-21	84%	na	na	32%

4TH GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	85%	68%	95%	55%	22-23	91%	67%	95%	71%
21-22	76%	57%	78%	43%	21-22	100%	90%	100%	50%
20-21	71%	na	na	33%	20-21	72%	na	na	33%

5TH GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	70%	61%	80%	45%	22-23	85%	25%	85%	30%
21-22	74%	54%	82%	41%	21-22	76%	32%	76%	36%
20-21	65%	na	na	55%	20-21	84%	na	na	47%

6TH GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	69%	63%	86%	21%	22-23	72%	55%	90%	24%
21-22	81%	81%	81%	52%	21-22	95%	74%	95%	58%
20-21	96%	na	na	52%	20-21	88%	na	na	56%

7TH GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	79%	24%	79%	53%	22-23	91%	38%	95%	38%
21-22	73%	53%	81%	52%	21-22	92%	42%	92%	50%
20-21	91%	na	na	19%	20-21	90%	na	na	37%

8TH GRADE									
READING				MATH					
	Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally		Students Meeting Proficiency Indicator	Students Meeting Growth Indicator	Meeting EITHER Proficiency or Growth Indicator	Students Scoring in Top 25% Nationally
22-23	71%	30%	71%	25%	22-23	96%	57%	96%	42%
21-22	73%	17%	73%	39%	21-22	82%	27%	85%	35%
20-21	75%	na	na	25%	20-21	96%	na	na	48%



ACT

The ACT is a standardized assessment designed to indicate general readiness for first-year, post-secondary course work in areas such as English Composition, Algebra, Social Studies, and Biology. The test traditionally has four sub-tests (English, Reading, Math, and Science), with each sub-test having a maximum scale-score of 36. A composite score (roughly the average of the sub-test scores) also has a maximum score of 36. In recent years an optional Writing sub-test has been added to the ACT test. Historically, post-secondary institutions have relied upon ACT scores as a part of their admissions process as a means of contextualizing academic records for students from their local schools as local districts across the nation may vary widely in a variety of factors. In recent years, the reliance upon measures such as ACT scores by post-secondary institutions in their admissions processes has begun to vary widely by institutions across the nation. Currently in Nebraska, virtually all students will take the ACT test in the Spring of their 11th grade year as a part of Nebraska's statewide assessment requirements. Many students in Nebraska, including students at Heartland, will take the ACT test multiple times, both before or after their participation in the statewide assessment.

The Nebraska Department of Education has established benchmark scores for the 11th Grade, statewide ACT in line with its College & Career Readiness Benchmarks. Information related to meeting these specific NDE benchmarks can be found in this report on the previous pages containing NSCAS performance information.

The information on this page includes information related to average performance and the percentage of students meeting the readiness benchmark scores that are determined by ACT. The ACT information titled, "11th Grade Statewide ACT" includes only performance of students on the statewide ACT taken in the Spring of the 11th Grade year. The ACT information titled, "Graduates" accounts for students taking the ACT multiple times prior to their graduation.

ACT has long established its own readiness benchmarks, these are different than the benchmarks that are set by the Nebraska Department of Education. The ACT benchmarks are designed to indicate a 50% probability of being able to perform B-level work in the first year of college and a 75% probability of performing C-level work or higher in the first year of college in each sub-test area. The ACT benchmark scores are as follows: English - 18; Reading - 22; Math - 22; Science - 23.

ENGLISH

11TH GRADE STATEWIDE ACT

	Heartland				NE - Statewide			
	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide
22-23	22.4	80%	45%	80%	17.6	46%	25%	50%
21-22	19.0	63%	19%	63%	17.7	46%	25%	50%
20-21	20.0	70%	28%	64%	17.8	46%	25%	50%
20-21F	20.0	53%	33%	56%	18.3	51%	25%	50%
18-19	20.3	64%	na	na	na	na	na	na

GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
22-23	19.5	67%	18.3	50%
21-22	20.1	70%	18.6	51%
20-21	20.1	53%	19.1	55%
19-20	20.8	68%	19.2	54%
18-19	20.6	71%	19.4	55%

READING

11TH GRADE STATEWIDE ACT

	Heartland				NE - Statewide			
	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide
22-23	21.4	50%	45%	70%	19.0	33%	25%	50%
21-22	18.8	37%	11%	59%	18.9	31%	25%	50%
20-21	20.6	40%	24%	44%	19.1	32%	25%	50%
20-21F	20.8	32%	28%	56%	20.1	38%	25%	50%
18-19	20.9	36%	na	na	na	na	na	na

GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
22-23	20.3	44%	19.5	36%
21-22	21.3	42%	19.8	37%
20-21	22.2	40%	20.7	42%
19-20	21.2	32%	20.2	38%
18-19	21.3	46%	20.3	40%

MATHEMATICS

11TH GRADE STATEWIDE ACT

	Heartland				NE - Statewide			
	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide
22-23	21.5	55%	55%	85%	18.6	27%	25%	50%
21-22	19.3	30%	26%	74%	18.6	26%	25%	50%
20-21	21.8	45%	28%	72%	18.8	27%	25%	50%
20-21F	20.7	37%	39%	83%	19.2	30%	25%	50%
18-19	20.8	50%	na	na	18.9	31%	na	na

GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
22-23	20.0	37%	18.9	29%
21-22	20.2	35%	19.1	30%
20-21	21.4	35%	19.6	33%
19-20	20.4	41%	19.7	34%
18-19	20.3	38%	19.7	34%

SCIENCE

11TH GRADE STATEWIDE ACT

	Heartland				NE - Statewide			
	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide	Average Score	Met ACT Benchmark	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide
22-23	20.8	50%	50%	60%	19.1	26%	25%	50%
21-22	20.6	30%	30%	63%	19.0	27%	25%	50%
20-21	20.9	25%	24%	68%	19.1	27%	25%	50%
20-21F	21.5	37%	39%	89%	19.8	33%	25%	50%
18-19	19.6	27%	na	na	19.0	26%	na	na

GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
22-23	21.0	33%	19.4	30%
21-22	20.9	35%	19.6	31%
20-21	22.2	40%	20.2	35%
19-20	20.1	27%	20.0	31%
18-19	21.1	42%	20.2	33%

COMPOSITE & ALL FOUR BENCHMARKS

11TH GRADE STATEWIDE ACT

	Heartland				NE - Statewide			
	Average Composite Score	Met All 4 Benchmarks	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide	Average Composite Score	Met All 4 Benchmarks	Scoring in Top 25% Statewide	Scoring in Top 50% Statewide
22-23	21.6	40%	50%	65%	18.7	17%	25%	50%
21-22	19.5	11%	22%	59%	18.6	16%	25%	50%
20-21	20.9	20%	28%	52%	18.8	16%	25%	50%
20-21F	20.8	21%	33%	56%	19.5	20%	25%	50%
18-19	20.6	23%	na	na	na	na	na	na

GRADUATES

	Heartland		NE - Statewide	
	Average Composite Score	Met All 4 Benchmarks	Average Composite Score	Met All 4 Benchmarks
22-23	20.3	19%	19.2	19%
21-22	20.7	27%	19.4	20%
20-21	21.7	25%	20.0	23%
19-20	20.7	26%	19.9	22%
18-19	21.0	13%	20.0	22%

OPPORTUNITIES BEYOND THE CLASSROOM

Heartland Community Schools and our staff offers students a wide array of opportunities to grow, to learn, and to excel beyond the classroom. Heartland is focused on the whole-student and we offer our students an array of high-quality, extra-curricular and co-curricular opportunities in support of our students' success both inside and outside of the classroom. Below are some of the activities and organizations that allow our students to engage, learn, and excel beyond the regular classroom setting.

CO-CURRICULAR

Fine & Performing Arts

Choir Ensembles
Concert Band
Concert Choir
Jazz Band
Marching Band
Musical Production
One-Act Play Production
Play Production
Show Choir

Honors & Leadership

National Honor Society
Student Council

CTE & STEM

Broadcast & Mult-Media Production
Future Business Leaders of America (FBLA)
Future Farmers of America (FFA)
Journalism & Graphic Media Production
HCS Customs
Robotics (High School)
Robotics (Junior High)

Civic Engagement

County Government Day
Nebraska Boys' State
Nebraska Girls' State
Nebraska State Capitol Field Trip (5th Grade)
Veterans' Day Program & Essay Contest

Extensions

Art Club
Biology Field Trip: Sandhill Cranes, Ground Water, Wetlands
Math Club
Quiz Bowl

EXTRA-CURRICULAR

High School

Basketball (Boys)
Basketball (Girls)
Football
Golf (Boys)
Golf (Girls)
Track & Field (Boys)
Track & Field (Girls)
Volleyball

Junior High School

Basketball (Boys)
Basketball (Girls)
Football
Track & Field (Boys)
Track & Field (Girls)
Volleyball



NOTEABLE MENTIONS

Class of 2023

The 25th Commencement Ceremony for Heartland High School was held on Sunday, May 7, 2023. The Class of 2023 consisted of 28 graduates. 2023 Co-Valedictorians: Felicity Johnson, Zachariah Quiring, Garrett Regier, & Grace Regier

Class of 2035

The Heartland Class of 2035 began its K-12 journey as 29 students experienced their first day of Kindergarten on Wednesday, August 17, 2022.

National Competition

Five students qualified to compete in the 2023 FBLA National Leadership Conference held in Atlanta, Georgia from June 28 - June 30, 2023.

The Heartland High School Robotics Team in the 2023 U.S. Open Robotics Open Program Championship. The 3-day competition took place in Council Bluffs, IA on Thursday, March 30th through Saturday, April 1st. The Heartland robotics team earned 3rd place at this U.S. Open competition.

Performing Arts

The Heartland Marching Band was crowned Champion of the 2022 Yorkfest Marching Competition held in York. At the 2022 Harvest of Harmony Field Competition in Grand Island, the Heartland Marching Band was awarded 3rd place out of all divisions and were crowned Champions of both the Class C division and the combined Class C & D division.

On Friday, March 24th and Saturday, March 25th, a cast and crew of over 30 high school students put on the musical production of Into The Woods in the Heartland Community Schools Theater for two nights of sold-out performances.

Post-Season Athletics

The Heartland Huskies Football Team was crowned District Champions and qualified for the Class D-1 State Playoffs. The football team made it to the 2nd round of the playoffs where they lost to eventual Runner-Up (Neligh-Oakdale). The football team finished their season with a record of 7-3.

The Heartland Boys Golf Team qualified for the Class C State Golf Tournament held in Columbus by finishing in 2nd place at their District Meet. The Boys Golf Team would go on to finish the State Tournament with an 8th place finish out the 15 teams that qualified.

Investments In Teaching & Learning

Implementation of new instructional materials in the subject area of Math for grades K-12 coincided with the start of the 22-23 school year. The review and selection process for the Math materials took place during the 21-22 school year, final selection and purchase of the new materials occurred towards the conclusion of the 21-22 school year.

A review and selection process for new and updated instructional materials in the subject area of English Language Arts for grades K-12 took place during the 22-23 school year, final selection and purchase of the new materials occurred towards the conclusion of the 22-23 school year. Implementation of the new materials is to coincide with the start of the 23-24 school year.

In continuation of Heartland's 1-to-1, 24/7 learning initiative for grades 7-12, a replacement cycle of student laptop computers was purchased during the 22-23 school year with the rollout of the replacement cycle to coincide with the start of the 23-24 school year.

Strategic Planning

In July 2023 the board of education approved a comprehensive strategic plan. The strategic plan includes separate components specific to priorities for the district and governance by the board. Along with the adoption of the strategic plan, the board adopted revisions to the district's mission, vision, and beliefs statements.

Delays To Construction Project

In May 2022, two bond issues were approved by the voters of the Heartland Community Schools district. The voter-approved initiatives provided approximately \$7 million for the renovation and expansion of existing PK-12 facilities, as well as the addition of early-childhood facilities. Initial bids of the proposed project were opened in December 2022 that exceeded the funding provided from the bond issuance by \$4.5 million - \$5.5 million.

With the intent of completing the comprehensive project in a manner similar to its initial proposal, the board and the district secured additional financing in March 2023 and a new bid cycle was opened in May and scheduled to conclude in June. However, in early June, significant legislative changes were adopted at the state level that negated the board and the district's ability to fund the additional cost of the project through the financing that was secured and previously allowable in March.

The bid opening scheduled for June was suspended, and a ballot initiative that would have allowed the board and the district to fund the completion of the comprehensive project was proposed to the voters under the requirements of the new statutes. The election for the ballot initiative took place in August 2023. The ballot initiative was approved by 56% of the voters, but it failed due to the new legislation requiring 60% voter approval of the ballot initiative. Following the failed ballot initiative in August 2023, the board and the district plan to examine options for moving forward during the first half of the 23-24 school year.

GENERAL FUND

REVENUE & RECIEPTS

	FY22-23		FY21-22	
	Receipt	% Total	Receipt	% Total
Property Tax	\$3,621,534	69.0%	\$3,553,299	68.9%
Other Local Sources	\$356,257	6.8%	\$292,278	5.7%
Local Sources	\$3,977,791	75.8%	\$3,845,577	74.6%
County Sources	\$82,783	1.6%	\$34,641	0.7%
State Aid	\$66,397	1.3%	\$57,780	1.1%
SPED Reimbursement	\$328,108	6.2%	\$345,100	6.7%
Other State Sources	\$566,364	10.8%	\$604,399	11.7%
State Sources	\$960,869	18.3%	\$1,007,279	19.5%
Federal Sources	\$227,033	4.3%	\$266,718	5.2%
Other Non-Revenue Receipts	\$2,593	0.0%	\$3,341	0.1%
Total Revenue & Receipts	\$5,251,069		\$5,157,555	

EXPENDITURES & DISBURSEMENTS

	FY22-23		FY21-22	
	Expense	% Total	Expense	% Total
Regular Instruction	\$2,475,039	39.7%	\$2,454,504	45.1%
General Student & Staff Support Services	\$222,806	3.6%	\$292,584	5.4%
Special Education (SPED) Instruction	\$685,957	11.0%	\$567,218	10.4%
SPED Support Services	\$334,355	5.4%	\$313,124	5.8%
Administrative & Centralized Operations	\$865,868	13.9%	\$834,933	15.3%
Building Operations & Maintenance	\$553,810	8.9%	\$347,426	6.4%
Regular Transportation & Vehicle Maint.	\$207,454	3.3%	\$164,383	3.0%
SPED Transportation & Vehicle Maint.	\$66,942	1.1%	\$61,639	1.1%
State & Federal Categorical Programs	\$224,508	3.6%	\$201,624	3.7%
ARP: ESSER	\$281,639	4.5%	\$86,091	1.6%
Transfers	\$312,539	5.0%	\$116,872	2.1%
To Activities Fund	\$50,808 0.8%		\$27,528 0.5%	
To Depreciation Fund	\$261,731 4.2%		\$89,344 1.6%	
To Lunch Fund	\$0 0.0%		\$0 0.0%	
To Other	\$0 0.0%		\$0 0.0%	
Total Expenditures & Disbursements	\$6,230,917		\$5,440,399	



LEVY & VALUATION

Heartland Community Schools

	FY22-23		FY21-22	
Assessed Valuation	\$812,140,998		\$781,335,254	
Annual Increase/Decrease	\$30,805,744	3.9%	-\$11,363,843	-1.4%
Assessed Valuation <i>For Bonds</i>	\$613,444,222		\$781,335,254	
Annual Increase/Decrease	-\$167,891,032	-21.5%	-\$11,363,843	-1.4%
	Tax Request	Levy	Tax Request	Levy
General Fund	\$4,198,964	\$0.51702	\$4,157,211	\$0.53206
Special Building Fund	\$63,636	\$0.00784	\$63,636	\$0.00814
Qualified Capital Purpose Undertaking	\$0	\$0.00000	\$0	\$0.00000
Bond Fund	\$545,455	\$0.08892	\$0	\$0.00000
Total Consolidated Tax Request	\$4,808,055		\$4,220,847	
	Total Non-Bond Levy	\$0.52486	Total Non-Bond Levy	\$0.54021
	Total Bond Levy	\$0.08892	Total Bond Levy	\$0.00000

FY 22-23 Regional/Area Levies & Valuations

	General	Bond	Building	Qualified	Total	Valuation
CLAY						
SUTTON PUBLIC SCHOOLS	\$0.6428	\$0.0000	\$0.0766	\$0.0000	\$0.7194	\$790,746,805
HARVARD PUBLIC SCHOOLS	\$0.9855	\$0.0000	\$0.0000	\$0.0000	\$0.9855	\$369,006,026
FILLMORE						
EXETER-MILLIGAN PUBLIC SCHS	\$0.5608	\$0.0000	\$0.0571	\$0.0000	\$0.6179	\$707,778,171
FILLMORE CENTRAL PUBLIC SCHS	\$0.6278	\$0.0000	\$0.0528	\$0.0000	\$0.6806	\$1,177,834,267
SHICKLEY PUBLIC SCHOOLS	\$0.7220	\$0.0000	\$0.0504	\$0.0508	\$0.8232	\$500,897,943
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$0.7853	\$0.0000	\$0.0290	\$0.0352	\$0.8495	\$348,315,138
HAMPTON PUBLIC SCHOOL	\$0.6963	\$0.1611	\$0.0000	\$0.0378	\$0.8952	\$350,817,262
AURORA PUBLIC SCHOOLS	\$0.8482	\$0.0228	\$0.0171	\$0.0000	\$0.8881	\$1,774,393,691
POLK						
CROSS COUNTY COMMUNITY SCHS	\$0.6662	\$0.1146	\$0.0093	\$0.0000	\$0.7901	\$814,926,427
OSCEOLA PUBLIC SCHOOLS	\$0.7303	\$0.1014	\$0.0267	\$0.0000	\$0.8584	\$528,899,076
SHELBY - RISING CITY PUBLIC SCHS	\$0.6500	\$0.1148	\$0.0050	\$0.0000	\$0.7698	\$791,431,154
HIGH PLAINS COMMUNITY SCHS	\$0.5157	\$0.0000	\$0.1351	\$0.0000	\$0.6508	\$860,048,961
SEWARD						
MILFORD PUBLIC SCHOOLS	\$0.9158	\$0.0000	\$0.0652	\$0.0000	\$0.9810	\$717,692,480
SEWARD PUBLIC SCHOOLS	\$0.8472	\$0.0801	\$0.0101	\$0.0077	\$0.9451	\$1,764,502,611
CENTENNIAL PUBLIC SCHOOLS	\$0.4997	\$0.0521	\$0.0390	\$0.0000	\$0.5908	\$1,560,642,235
THAYER						
DESHLER PUBLIC SCHOOLS	\$0.7661	\$0.0000	\$0.0292	\$0.0000	\$0.7953	\$470,185,758
THAYER CENTRAL COMMUNITY SCHS	\$0.6627	\$0.0477	\$0.0298	\$0.0000	\$0.7402	\$846,218,888
BRUNING-DAVENPORT UNIFIED SYS	\$0.4900	\$0.0000	\$0.0100	\$0.0000	\$0.5000	\$854,565,362
YORK						
YORK PUBLIC SCHOOLS	\$1.0048	\$0.1271	\$0.0442	\$0.0225	\$1.1986	\$1,231,440,969
MC COOL JUNCTION PUBLIC SCHS	\$0.8110	\$0.0111	\$0.0280	\$0.0000	\$0.8501	\$361,190,197
HEARTLAND COMMUNITY SCHOOLS	\$0.5170	\$0.0889	\$0.0078	\$0.0000	\$0.6137	\$781,335,254

HEARTLAND COMMUNITY SCHOOLS

GUIDING PRINCIPLES FOR PLANNING, ACTING, and DECISION-MAKING

I. Diverse Student Learning Experiences

Diverse and robust learning experiences, supported by relevant curriculum and effective instructional methods, are critical to the growth, the learning, and the achievement of all students. Offering varied and engaging experiences (e.g. STEM, CTE, co-curricular, etc.) ensures that our students will have access to multiple pathways for learning and growth thus enabling our students to more fully prepare and position themselves for future success.

II. Family and Community Partnerships

Key partnerships (e.g. family-based, community-based, extra-agency) are both increasingly beneficial and increasingly necessary for the achievement of our long-term goals. Communication, engagement, and transparency with all stakeholders is important for building relationships and maintaining trust among stakeholders and partners - establishing, maintaining, and adjusting our methods and practices in how we continually engage and communicate will also be important.

III. Personnel Effectiveness

Fundamental to our success is the district's ability to recruit, develop, and retain high-quality educators and support staff while simultaneously investing in their knowledge, skills, and personal expertise.

IV. Whole-Child Focused

Expecting, leading, supporting, and contributing to a district climate that emphasizes the importance of respect, acceptance, inclusion, and health & well-being (physical / social-emotional / mental) is vital to the success of our students and our staff.

V. District Resources

We are committed to investing our resources in exceptional learning opportunities for all students, meaningful instruction, professional development, innovation, and collaboration while simultaneously providing buildings, grounds, and services-infrastructure that are safe and well-maintained. This commitment is necessary to support of an environment where students and staff can consistently learn, work, and perform at high levels.

VI. Board Governance

The Board will commit itself and the necessary resources in support of the long-term goals of the school district. The Board will use its evaluation, accountability, and policy-making capacities as mechanisms for reaching and supporting established goals.

EMPOWERING EXCELLENCE - Every Student, Every Day



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN: DISTRICT-LEVEL

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Provide diverse, high-quality, learning experiences (basic skills, college-preparatory curricula, CTE programming, soft skills, living skills) for the purpose of providing all students with multiple pathways for current and future success.

Strategy 1.1: Implementing robust, rigorous, and standards-based curricula that is aligned both vertically and horizontally.

Strategy 1.2: Utilizing effective, varied, and differentiated instructional practices to lead students towards reaching curricular outcomes and meeting curricular standards.

Strategy 1.3: Utilizing valid, reliable, and authentic assessment methods to guide instructional processes and to provide evidence of meeting curricular standards.

Strategy 1.4: Expanding or extending learning opportunities for students that increase their post-secondary/college/career readiness skills and knowledge.

Strategy 1.5: Expanding or extending learning opportunities for students that increase their access to post-secondary/college/career pathways.

Strategy 1.6: Intervening as appropriate through a multi-tiered system of supports for the purpose of improving academic, behavioral, social-emotional outcomes/performance.

Outcome 2: Provide, and continually plan to provide for, the capital resources required to appropriately meet the district's priorities in a reasonable and responsible manner.

Strategy 2.1: Comprehensive facilities planning to address both short-term and long-term needs & goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

Strategy 2.2: Building the district's internal and external resource capabilities and committing the resources necessary to support meaningful learning opportunities, necessary staffing levels, effective space allocation, and health & safety.

Strategy 2.3: Providing safe, well-maintained, and highly functional buildings and grounds to support an environment in which students can learn and staff can perform effectively.

Strategy 2.4: Sustaining financial stability through disciplined, long-term, financial/capital planning and purposeful, financial/capital management.

Outcome 3: Recruit, develop, and retain high-quality educators & staff, and support the district's capacity to continuously do so.

Strategy 3.1: Structuring & staffing each school and each department in full support of both the academic development and the physical-mental-social-emotional wellbeing of all students while ensuring that the district's operations are safe, efficient, and effective.

Strategy 3.2: Cultivating a positive culture of learning for teachers, support staff, and administrators that includes purposeful professional development intended to build the knowledge, skills, and dispositions for sustained improvement and collective efficacy.

Strategy 3.3: Identifying and implementing effective efforts towards maintaining working environments and working relationships that promote employee engagement, fulfillment, and renewal.

Outcome 4: Utilize systems and well-matched opportunities that are highly supportive of a districtwide climate emphasizing and directed towards respect, acceptance, inclusion, and health & wellbeing (physical / mental / social-emotional).

Strategy 4.1: Supporting the social-emotional and behavioral needs of all students through a multi-tiered system of supports as a means for aligning supports for students with student needs, district priorities, and established initiatives.

Strategy 4.2: Cultivating a positive, safe, and supportive learning environment for all students through the use of systems and practices that are supportive of positive behavioral outcomes and student well-being (physical / mental / social-emotional).

EMPOWERING EXCELLENCE - Every Student, Every Day



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN: BOARD GOVERNANCE

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.

Strategy 1.1: Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.

Strategy 1.2: Using policy, delegate authority to the superintendent to manage district operations and to carry out the implementation of policy.

Strategy 1.3: Demonstrate collaborative problem solving and decision-making with the superintendent and thoughtfully consider the superintendent's recommendations prior to making decisions.

Strategy 1.4: Ensure that the superintendent's job description and evaluation framework: 1) are consistent with policy, 2) clearly state expectations, 3) clarify authority, and 4) are regularly reviewed by the board & superintendent and revised as needed.

Strategy 1.5: Provide clear expectations for the superintendent's performance and evaluate accordingly.

Strategy 1.6: Evaluate the superintendent's performance based upon mutually defined expectations and his success and progress towards mutually identified goals.

Strategy 1.7: Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.

Strategy 1.8: Share responsibility for the orientation of new board members with the superintendent.

Strategy 1.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the working relationship with the superintendent.

Outcome 2: Continuously review, revise, and develop policies and procedures to ensure accountability focused on growth and student achievement.

Strategy 2.1: Utilize a process to ensure regular review, revision, and adoption of board policies and aspire to complete a review of the board policy manual every one to three years.

Strategy 2.2: Align the process of reviewing, revising, and adopting board policies to the district's mission, vision and goals.

Strategy 2.3: Evaluate the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.

Strategy 2.4: Consider recommendations from the superintendent and administrators when developing and updating policies.

Strategy 2.5: Follow an adopted policy for referring stakeholders with questions, concerns, comments, or feedback to the appropriate personnel.

Strategy 2.6: Ensure board policies are accessible to the public.

Strategy 2.7: Review and discuss the contents of the District Annual Report.

Strategy 2.8: Annually review the district's status/progress related to student achievement.

Strategy 2.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to policy review, development, and implementation.

Outcome 3: Maintain congruence between the board's governance of the district and the district's mission, vision, beliefs and strategic planning.

Strategy 3.1: Annually review the district's mission and vision statements.

Strategy 3.2: Engage district patrons to discuss status/progress of strategic planning, as well as the needs and vision of the school district.

Strategy 3.3: Annually review the district's status/progress related strategic planning outcomes.

Strategy 3.4: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the congruence between the board's governance of the district and the district's mission, vision, and strategic planning.

Outcome 4: Communicate and engage with stakeholders (parents, students, staff, and community members) for the purpose of promoting the district, building positive, stakeholder relationships, and sustaining long-term partnerships that will serve education.

Strategy 4.1: Foster positive and ongoing engagement within our communities.

Strategy 4.2: Seek input from internal and external stakeholders (i.e., administrators, certified & classified staff, parents, students, community members, and business leaders) when setting goals.

Strategy 4.3: Maintain a cohesive communications plan to inform and educate our communities on district issues.

Strategy 4.4: Engage our communities to build understanding and support for public education and the school district.

Strategy 4.5: Consider opportunities to collaborate with village/city/county/regional/state officials to address community growth to support the growing viability of the school district.

Strategy 4.6: Ensure that a district report is provided to patrons annually.

Strategy 4.7: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to effective communication and engagement with stakeholders.

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