

**2023 - 2024**  
August 1, 2023 - July 31, 2024

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# **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

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**PK-12 Fall Enrollment:** 339 Students

**School Mascot:** Huskies

**School Colors:** Crimson / Black / White

**Inaugural Year:** 1998 - 1999

**Districts Re-Organized To Form** Bradshaw Public Schools  
**Heartland Community 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](http://www.heartlandschools.org)

**Facebook:** [www.facebook.com/heartlandcommunityschools](https://www.facebook.com/heartlandcommunityschools)

**Twitter:** Heartland Huskies @hcsdogpound

## BOARD MEMBERS & DISTRICT PERSONNEL

### Board of Education 2023

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

### Board of Education 2024

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

### Administration

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

### Certificated Staff

Instructional & Educational Staff number of staff:	35	
Instructional & Educational Staff FTE:	35.00	
Instructional & Educational Staff with Masters Degrees:	21	NE Ave. 59%
Instructional & Educational Staff average of total years experience:	15.7	14
Instructional & Educational Staff average of years experience with district:	9.8	

### 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

James McCartney: Business Teacher  
 Caitlin O'Brien: Para Educator  
 Paige Peters: K-6 Math  
 Amy Pinney: 7-12 English Language Arts Teacher  
 Andrea Happel: 3rd Grade Teacher  
 Rachael Strong: 7-12 English Language Arts Teacher  
 Kathy Taylor: Kitchen / Foods

### SERVICE MILESTONES

#### 5 Years Of Service

Connie Bechtel  
 Jolene Campbell  
 Michelle McClelland  
 Lindsey Mierau  
 Tammy Ott

#### 15 Years Of Service

Michelle Goertzen

#### 20 Years Of Service

Marcia Traudt

#### 10 Years Of Service

Karen Kroeker  
 Carol Nissen

#### 25 Years Of Service

Marc Regier  
 Sherry Thiesen



### Retirement

Royce Schweitzer: Instrumental Music Teacher; 47 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>23-24</i>	<b>339</b>	<b>308</b>	<b>31</b>	<b>18</b>	<b>156</b>	<b>152</b>
<i>22-23</i>	<b>353</b>	<b>323</b>	<b>30</b>	<b>29</b>	<b>167</b>	<b>156</b>
<i>21-22</i>	<b>361</b>	<b>326</b>	<b>35</b>	<b>20</b>	<b>160</b>	<b>166</b>
<i>20-21</i>	<b>344</b>	<b>315</b>	<b>29</b>	<b>24</b>	<b>153</b>	<b>162</b>
<i>19-20</i>	<b>353</b>	<b>317</b>	<b>36</b>	<b>19</b>	<b>163</b>	<b>154</b>
<i>18-19</i>	<b>322</b>	<b>299</b>	<b>23</b>	<b>21</b>	<b>156</b>	<b>143</b>
<i>17-18</i>	<b>327</b>	<b>300</b>	<b>27</b>	<b>20</b>	<b>155</b>	<b>145</b>
<i>16-17</i>	<b>330</b>	<b>304</b>	<b>26</b>	<b>21</b>	<b>163</b>	<b>141</b>
<i>15-16</i>	<b>333</b>	<b>309</b>	<b>24</b>	<b>16</b>	<b>166</b>	<b>143</b>
<i>14-15</i>	<b>333</b>	<b>309</b>	<b>24</b>	<b>24</b>	<b>164</b>	<b>145</b>

## Daily Attendance Rate

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>23-24</i>	<b>94.99%</b>	<b>92.59%</b>
<i>22-23</i>	<b>95.30%</b>	<b>92.50%</b>
<i>21-22</i>	<b>93.64%</b>	<b>92.28%</b>
<i>20-21</i>	<b>93.98%</b>	<b>93.21%</b>
<i>19-20</i>	<b>95.55%</b>	<b>94.30%</b>
<i>18-19</i>	<b>96.02%</b>	<b>94.48%</b>
<i>17-18</i>	<b>97.13%</b>	<b>94.30%</b>
<i>16-17</i>	<b>95.96%</b>	<b>94.59%</b>
<i>15-16</i>	<b>95.88%</b>	<b>94.89%</b>
<i>14-15</i>	<b>95.95%</b>	<b>95.17%</b>

## 4-Year Graduation Rate

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>23-24</i>	<b>100.00%</b>	<b>88.18%</b>
<i>22-23</i>	<b>96.15%</b>	<b>87.25%</b>
<i>21-22</i>	<b>96.15%</b>	<b>87.12%</b>
<i>20-21</i>	<b>95.65%</b>	<b>87.56%</b>
<i>19-20</i>	<b>96.00%</b>	<b>87.51%</b>
<i>18-19</i>	<b>96.15%</b>	<b>88.42%</b>
<i>17-18</i>	<b>100.00%</b>	<b>89.03%</b>
<i>16-17</i>	<b>95.24%</b>	<b>89.11%</b>
<i>15-16</i>	<b>95.65%</b>	<b>89.27%</b>
<i>14-15</i>	<b>96.43%</b>	<b>88.89%</b>

## Free & Reduced Lunch Participation

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>23-24</i>	<b>30.97%</b>	<b>51.80%</b>
<i>22-23</i>	<b>32.58%</b>	<b>49.69%</b>
<i>21-22</i>	<b>24.65%</b>	<b>41.31%</b>
<i>20-21</i>	<b>30.23%</b>	<b>46.33%</b>
<i>19-20</i>	<b>29.46%</b>	<b>45.60%</b>
<i>18-19</i>	<b>30.12%</b>	<b>45.21%</b>
<i>17-18</i>	<b>33.94%</b>	<b>45.83%</b>
<i>16-17</i>	<b>31.82%</b>	<b>44.65%</b>
<i>15-16</i>	<b>30.33%</b>	<b>44.12%</b>
<i>14-15</i>	<b>29.43%</b>	<b>44.23%</b>

## Students Receiving SPED Services

<i>School Year</i>	<i>Heartland</i>	<i>NE-Statewide</i>
<i>23-24</i>	<b>12.01%</b>	<b>16.77%</b>
<i>22-23</i>	<b>13.31%</b>	<b>16.45%</b>
<i>21-22</i>	<b>13.50%</b>	<b>15.92%</b>
<i>20-21</i>	<b>15.56%</b>	<b>15.67%</b>
<i>19-20</i>	<b>12.93%</b>	<b>15.56%</b>
<i>18-19</i>	<b>13.38%</b>	<b>15.48%</b>
<i>17-18</i>	<b>16.00%</b>	<b>15.12%</b>
<i>16-17</i>	<b>15.46%</b>	<b>14.97%</b>
<i>15-16</i>	<b>17.48%</b>	<b>14.71%</b>
<i>14-15</i>	<b>22.65%</b>	<b>14.71%</b>



# 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
23-24	100%	59%
22-23	91%	62%
21-22	52%	50%
20-21	65%	50%
19-20	<i>not tested due to statewide closure</i>	
18-19	63%	56%

#### 4TH GRADE

	Heartland	NE - Statewide
23-24	80%	59%
22-23	61%	55%
21-22	71%	53%
20-21	60%	54%
19-20	<i>not tested due to statewide closure</i>	
18-19	78%	58%

#### 5TH GRADE

	Heartland	NE - Statewide
23-24	74%	57%
22-23	67%	57%
21-22	59%	47%
20-21	67%	46%
19-20	<i>not tested due to statewide closure</i>	
18-19	58%	48%

#### 6TH GRADE

	Heartland	NE - Statewide
23-24	68%	58%
22-23	66%	55%
21-22	62%	44%
20-21	58%	45%
19-20	<i>not tested due to statewide closure</i>	
18-19	58%	49%

#### 7TH GRADE

	Heartland	NE - Statewide
23-24	46%	58%
22-23	68%	54%
21-22	46%	42%
20-21	65%	44%
19-20	<i>not tested due to statewide closure</i>	
18-19	68%	49%

#### 8TH GRADE

	Heartland	NE - Statewide
23-24	74%	63%
22-23	100%	63%
21-22	51%	46%
20-21	71%	50%
19-20	<i>not tested due to statewide closure</i>	
18-19	48%	50%

#### 11TH GRADE STATEWIDE ACT

	Heartland	NE - Statewide
23-24	64%	46%
22-23	75%	46%
21-22	67%	46%
20-21	38%	46%
19-20	<i>not tested due to statewide closure</i>	
18-19	64%	51%



# 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
23-24	89%	61%
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%

#### 4TH GRADE

	Heartland	NE - Statewide
23-24	92%	60%
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%

#### 5TH GRADE

	Heartland	NE - Statewide
23-24	70%	61%
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%

#### 6TH GRADE

	Heartland	NE - Statewide
23-24	82%	57%
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%

#### 7TH GRADE

	Heartland	NE - Statewide
23-24	64%	55%
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%

#### 8TH GRADE

	Heartland	NE - Statewide
23-24	82%	57%
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%

#### 11TH GRADE STATEWIDE ACT

	Heartland	NE - Statewide
23-24	59%	42%
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%





## 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
23-24	87%	76%
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%

##### 8TH GRADE

	Heartland	NE - Statewide
23-24	74%	64%
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%

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
23-24	68%	49%
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%



# 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
23-24	20.0	57%	36%	68%	17.5	46%	25%	50%
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%

### GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
23-24	22.4	80%	18.1	49%
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%

## 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
23-24	21.4	48%	32%	64%	19.1	33%	25%	50%
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%

### GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
23-24	21.4	50%	19.5	36%
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%

## 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
23-24	20.0	24%	18%	73%	18.6	26%	25%	50%
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%

### GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
23-24	21.5	55%	18.8	28%
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%

## 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
23-24	21.6	43%	41%	68%	19.0	28%	25%	50%
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%

### GRADUATES

	Heartland		NE - Statewide	
	Average Score	Met ACT Benchmark	Average Score	Met ACT Benchmark
23-24	20.9	50%	19.4	28%
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%

## 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
23-24	20.8	24%	32%	68%	18.7	16%	25%	50%
22-23	21.5	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%

### GRADUATES

	Heartland		NE - Statewide	
	Average Composite Score	Met All 4 Benchmarks	Average Composite Score	Met All 4 Benchmarks
23-24	21.5	37%	19.1	18%
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%

## OPPORTUNITIES BEYOND THE CLASSROOM

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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

#### Honors & Leadership

National Honor Society  
Student Council

#### CTE & STEM

Broadcast & Multi-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

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### **Class of 2024**

The 26th Commencement Ceremony for Heartland High School was held on Sunday, May 5, 2024. The Class of 2024 consisted of 18 graduates. 2024 Co-Valedictorians: Allie Boehr, Kaylee Goertzen, Benjamin Janzen, Jack McCormick, Ava Stebbing, Hendric Switzer, Mariah Tessman, & Nicholas Thieszen.

### **Class of 2036**

The Heartland Class of 2036 began its K-12 journey as 18 students experienced their first day of Kindergarten on Thursday, August 17, 2023.

### **National Competition**

Six students qualified to compete in the 2024 FBLA National Leadership Conference held in Orlando, Florida from June 29th - July 2, 2024.

The Heartland High School Robotics Team in the 2024 U.S. Open Robotics Open Program Championship. The 3-day competition took place in Council Bluffs, IA on Thursday, March 21st through Saturday, March 23rd. The Heartland robotics team earned 2nd place in the Match Play Competition and 3rd place in the Skills Competition.

### **Performing Arts**

The Heartland Marching Band was crowned Champion of the 2023 Yorkfest Marching Competition held in York. At the 2023 Harvest of Harmony Field Competition in Grand Island, the Heartland Marching Band was awarded 3rd place in the combined Class C & D division.

On Friday, March 22nd and Saturday, March 23rd, a cast and crew of approximately high school students put on the play production of Murder in Bloom in the Heartland Community Schools Theater for two nights of sold-out performances.

### **Conference Champions**

The Heartland High School Quiz Bowl team was crowned Southern Nebraska Conference quiz bowl champion.

### **Investments In Teaching & Learning**

Implementation of new instructional materials in the subject area of English Language Arts for grades K-12 coincided with the start of the 23-24 school year. The review and selection process for the English Language Arts materials took place during the 22-23 school year. The final selection and purchase of the new materials occurred towards the conclusion of the 22-23 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 rolled out at the start of the 23-24 school year. The computers were selected and purchased towards the conclusion of the 22-23 school year.

### **2024 Bond Election & General Contractor Selection**

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. However, in early June 2023, 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.

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 examined options for moving forward during the first half of the 23-24 school year. February 2024, the board approved a resolution calling for a bond election asking for voter approval of \$6.85 million in bonds to complete the facilities project. The election was to be held on May 14, 2024 in conjunction with that year's statewide primary election.

The bond issuance was approved by the voters of the district at the May 2024 election by a margin of 61% to 39%. The board held a bid opening for general contractors in June 2024. Shortly after, entered into a contract with Hausmann Construction for a bid of \$10,231,500. With a total expected project cost of approximately \$12.3 million, the district planned for construction to begin in September 2024 and an estimated completion date of August 2025.

# GENERAL FUND

## REVENUE & RECEIPTS

	FY23-24		FY22-23	
	Receipt	% Total	Receipt	% Total
Property Tax	\$3,720,767	56.4%	\$3,621,534	54.9%
Other Local Sources	\$919,260	13.9%	\$356,257	5.4%
<b>Local Sources</b>	<b>\$4,640,027</b>	<b>70.3%</b>	<b>\$3,977,791</b>	<b>60.3%</b>
<b>County Sources</b>	<b>\$43,395</b>	<b>0.7%</b>	<b>\$82,783</b>	<b>1.3%</b>
State Aid	\$556,199	8.4%	\$66,397	1.0%
SPED Reimbursement	\$727,275	11.0%	\$328,108	5.0%
Other State Sources	\$269,159	4.1%	\$566,364	8.6%
<b>State Sources</b>	<b>\$1,552,633</b>	<b>23.5%</b>	<b>\$960,869</b>	<b>14.6%</b>
<b>Federal Sources</b>	<b>\$356,870</b>	<b>5.4%</b>	<b>\$227,033</b>	<b>3.4%</b>
<b>Other Non-Revenue Receipts</b>	<b>\$5,935</b>	<b>0.1%</b>	<b>\$2,593</b>	<b>0.0%</b>
<b>Total Revenue &amp; Receipts</b>	<b>\$6,598,860</b>		<b>\$5,251,069</b>	

## EXPENDITURES & DISBURSEMENTS

	FY23-24		FY22-23	
	Expense	% Total	Expense	% Total
Regular Instruction	\$2,637,754	41.9%	\$2,475,039	39.3%
General Student & Staff Support Services	\$330,607	5.3%	\$222,806	3.5%
Special Education (SPED) Instruction	\$704,649	11.2%	\$685,957	10.9%
SPED Support Services	\$326,796	5.2%	\$334,355	5.3%
Administrative & Centralized Operations	\$899,495	14.3%	\$865,868	13.8%
Building Operations & Maintenance	\$552,833	8.8%	\$553,810	8.8%
Regular Transportation & Vehicle Maint.	\$160,511	2.5%	\$207,454	3.3%
SPED Transportation & Vehicle Maint.	\$39,884	0.6%	\$66,942	1.1%
State & Federal Categorical Programs	\$283,705	4.5%	\$224,508	3.6%
ARP: ESSER	\$0	0.0%	\$281,639	4.5%
Transfers	\$360,099	5.7%	\$312,539	5.0%
To Activities Fund	\$53,887	0.9%	\$50,808	0.8%
To Depreciation Fund	\$306,212	4.9%	\$261,731	4.2%
To Lunch Fund	\$0	0.0%	\$0	0.0%
To Other	\$0	0.0%	\$0	0.0%
<b>Total Expenditures &amp; Disbursements</b>	<b>\$6,296,333</b>		<b>\$6,230,917</b>	



# LEVY & VALUATION

## Heartland Community Schools

FY23-24

FY22-23

<b>Assessed Valuation</b>	<b>\$860,540,663</b>	<b>\$812,140,998</b>
Annual Increase/Decrease	\$48,399,665 6.0%	\$30,805,744 3.9%
<b>Assessed Valuation <i>For Bonds</i></b>	<b>\$750,232,572</b>	<b>\$613,444,222</b>
Annual Increase/Decrease	\$136,788,350 22.3%	
	<b>Tax Request</b>	<b>Levy</b>
<b>General Fund</b>	\$4,246,991	\$0.49353
<b>Special Building Fund</b>	\$101,010	\$0.01174
<b>Qualified Capital Purpose Undertaking</b>	\$0	\$0.00000
<b>Bond Fund</b>	\$545,455	\$0.07270
<b>Total Consolidated Tax Request</b>	<b>\$4,893,456</b>	<b>\$4,808,055</b>
	<b>Total Non-Bond Levy</b>	<b>\$0.50526</b>
	<b>Total Bond Levy</b>	<b>\$0.07270</b>
	<b>Total Non-Bond Levy</b>	<b>\$0.52486</b>
	<b>Total Bond Levy</b>	<b>\$0.08892</b>

### FY 23-24 Regional/Area Levies & Valuations

	General	Bond	Building	Qualified	Total	Valuation
<b>CLAY</b>						
SUTTON PUBLIC SCHOOLS	\$0.5686	\$0.0000	\$0.1160	\$0.0000	\$0.6846	\$844,078,604
HARVARD PUBLIC SCHOOLS	\$0.9216	\$0.0000	\$0.0000	\$0.0000	\$0.9216	\$393,656,577
<b>FILLMORE</b>						
EXETER-MILLIGAN PUBLIC SCHS	\$0.5334	\$0.0000	\$0.0543	\$0.0000	\$0.5877	\$744,112,977
FILLMORE CENTRAL PUBLIC SCHS	\$0.5548	\$0.0000	\$0.0521	\$0.0000	\$0.6069	\$1,221,412,160
SHICKLEY PUBLIC SCHOOLS	\$0.7320	\$0.0000	\$0.0554	\$0.0458	\$0.8333	\$527,385,066
<b>HAMILTON</b>						
GILTNER PUBLIC SCHOOLS	\$0.7403	\$0.0000	\$0.0475	\$0.0321	\$0.8199	\$382,770,714
HAMPTON PUBLIC SCHOOL	\$0.6397	\$0.1483	\$0.0000	\$0.0344	\$0.8224	\$379,624,873
AURORA PUBLIC SCHOOLS	\$0.7816	\$0.0220	\$0.0079	\$0.0000	\$0.8115	\$1,880,705,257
<b>POLK</b>						
CROSS COUNTY COMMUNITY SCHS	\$0.6197	\$0.1074	\$0.0232	\$0.0000	\$0.7503	\$869,700,205
OSCEOLA PUBLIC SCHOOLS	\$0.7855	\$0.1011	\$0.0137	\$0.0000	\$0.9003	\$554,794,305
SHELBY - RISING CITY PUBLIC SCHS	\$0.6167	\$0.1081	\$0.0050	\$0.0000	\$0.7298	\$840,851,569
HIGH PLAINS COMMUNITY SCHS	\$0.5027	\$0.0000	\$0.1198	\$0.0000	\$0.6225	\$910,177,125
<b>SEWARD</b>						
MILFORD PUBLIC SCHOOLS	\$0.9158	\$0.0000	\$0.0341	\$0.0000	\$0.9499	\$792,030,552
SEWARD PUBLIC SCHOOLS	\$0.7038	\$0.0852	\$0.0090	\$0.0000	\$0.7980	\$1,896,782,132
CENTENNIAL PUBLIC SCHOOLS	\$0.4492	\$0.0488	\$0.0368	\$0.0000	\$0.5348	\$1,646,029,327
<b>THAYER</b>						
DESHLER PUBLIC SCHOOLS	\$0.6959	\$0.0000	\$0.0269	\$0.0000	\$0.7228	\$562,092,478
THAYER CENTRAL COMMUNITY SCHS	\$0.6076	\$0.0382	\$0.0352	\$0.0000	\$0.6810	\$931,906,762
BRUNING-DAVENPORT UNIFIED SYS	\$0.4698	\$0.0000	\$0.0096	\$0.0000	\$0.4794	\$913,635,979
<b>YORK</b>						
YORK PUBLIC SCHOOLS	\$0.9615	\$0.1236	\$0.0432	\$0.0208	\$1.1491	\$1,306,699,005
MC COOL JUNCTION PUBLIC SCHS	\$0.7492	\$0.0147	\$0.0241	\$0.0000	\$0.7880	\$384,236,763
HEARTLAND COMMUNITY SCHOOLS	\$0.4935	\$0.0727	\$0.0117	\$0.0000	\$0.5779	\$860,540,663

# ***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 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**

### **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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