

# Heartland Community Schools



## Annual Report for 2011-12

December, 2012

### **A note from Mr. Brad Best, Superintendent**

*“Thank you for your continued support ...”*

The 2011-2012 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](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.

The school fiscal year runs from September 1 to August 31 each year. School districts are required to have their budgets filed with the Auditor of Public Accounts and the Nebraska Department of Education prior to September 20. Preparing a budget is not always easy because one of the largest factors in the school

budget formula is the assessed valuation of property in the school district. School districts do not get certified valuation numbers from the County Assessor’s Office until August 20. One month might seem like a long time, but unwanted surprises at this late time in the year can have a major impact on budgeting for the upcoming year.

The Heartland Community Schools rests 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.

#### **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.

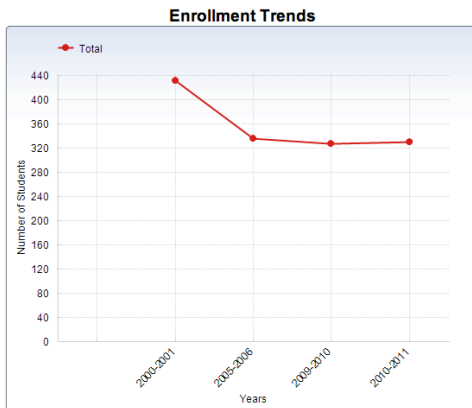


# About the Heartland Community Schools

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

## Demographics

District Characteristics		
District Data	State Statistics	District Statistics
<a href="#">Poverty Percentage</a>	42.58%	26.06%
<a href="#">English Language Learners Percentage</a>	6.72%	0.00%
<a href="#">Special Education Percentage</a>	15.17%	25.57%
<a href="#">School Mobility Rate</a>	12.15%	11.33%
<a href="#">Graduation Rate Percentage</a>	N / A	N / A
<a href="#">Attendance Percentage</a>	95.18%	96.07%
<a href="#">Enrollment</a>	298,177	330
<a href="#">High School Teachers Endorsed Percentage</a>	95.11%	95.95%
<a href="#">Highly Mobile Students Percentage</a>	4.85%	9.30%



## 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 steady, but we are encouraged by the growing number in our elementary grades.

## New Programs

During the 2011-12 school year, the elementary teachers reviews many research-based core reading programs. The program selected and implemented for the first time in 2012-13 is called “Reading Street”, one that has been widely successful across the nation.

## School Improvement Goals

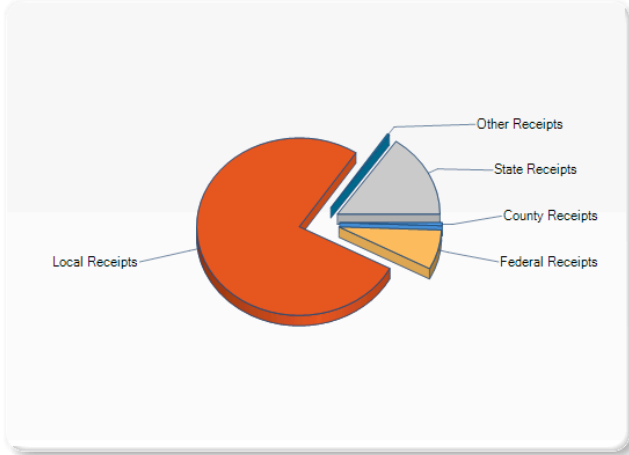
Beginning in the 2012-13 school year, the staff will revisit the district’s school improvement plan, deriving goals from student achievement data. Once they have identified areas of success and concern, specific school improvement plans will be developed which contain research-based initiatives for use 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.

# Finances

Providing Quality Instruction

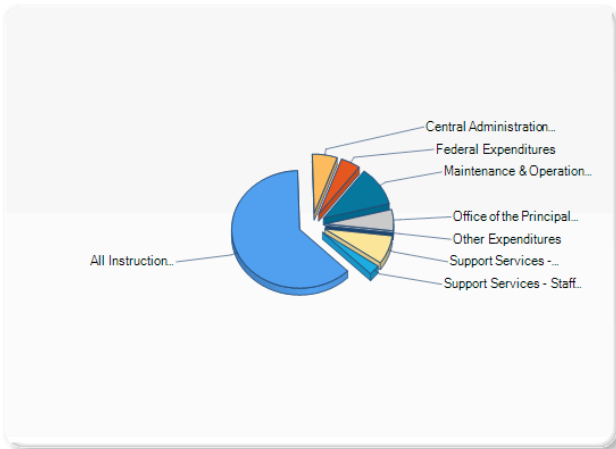
**Receipts**  
2010-2011 School Year



2010-2011 Receipts

	Receipts	Percent
County Receipts	\$29,427.78	0.55 %
Federal Receipts	\$383,886.80	7.24 %
Local Receipts	\$4,059,410.01	76.53 %
Other Receipts	\$19,112.59	0.36 %
State Receipts	\$812,258.38	15.31 %
<b>Total Receipts</b>	<b>\$5,304,095.56</b>	

**Expenditures**  
2010-2011 School Year



2010-2011 Expenditures

	Expenditures	Percent
All Instruction Expenditures	\$2,787,412.61	62.04 %
Central Administration Expenditures	\$267,451.04	5.95 %
Federal Expenditures	\$212,929.65	4.74 %
Maintenance & Operation Expenditures	\$485,186.06	10.80 %
Office of the Principal Expenditures	\$262,167.77	5.84 %
Other Expenditures	\$1,006.27	0.02 %
Support Services - Pupils Expenditures	\$353,674.40	7.87 %
Support Services - Staff Expenditures	\$122,924.25	2.74 %
<b>Total Expenditures</b>	<b>\$4,492,752.05</b>	

## Assessed Valuation

	Property Valuation	Change	Percentage Change
2007-08	\$287,395,138		
2008-09	\$313,033,679	\$25,638,541	9%
2009-10	\$331,085,866	\$18,052,187	6%
2010-11	\$371,105,539	\$40,019,673	12%
2011-12	\$430,947,322	\$59,841,783	16%

## Tax Asking History All Funds

	Local Property Tax Asking	Change	Percentage Change
2007-08	\$3,056,724		
2008-09	\$3,375,490	\$318,766	10%
2009-10	\$3,574,114	\$198,624	6%
2010-11	\$3,969,344	\$395,230	11%
2011-12	\$4,178,108	\$208,764	5%

## Tax Levy History

Fund	2007-08	2008-09	2009-10	2010-11	2011-12
General	\$1.0637	\$1.0570	\$1.0576	\$1.0501	\$0.9195
Quality Capital		\$0.0234	\$0.0203	\$0.0196	\$0.0184
Special Building				\$0.0316	\$0.0316
<b>Total</b>	<b>\$1.0637</b>	<b>\$1.0804</b>	<b>\$1.0779</b>	<b>\$1.1013</b>	<b>\$0.9695</b>

# State Standards & Rankings

## Nebraska Performance Accountability (NePAS)

Nebraska’s accountability system ranks school districts by their students’ average scale scores on state tests. The spring of 2012 saw the first state level state rankings of school districts. All students in the state of Nebraska took the same “one chance” test in the subject areas of reading, mathematics, science, and writing.

The overall NePAS score for each district was based upon a formula developed by the Department of Education. The formula varies somewhat depending on grade level, but primarily focuses upon: improvement, growth, scale score, percentage of students participating in the test, and graduation rate.

IMPROVEMENT ranks districts by the differences in the average reading and math scale scores of different students in the same grade. GROWTH ranks districts by the differences in average reading and math scale scores of the same students this year to last year.

Subject	Grades 3-5			Grades 6-8			Grades 9-12		
	Our Score	State Score	Our Rank	Our Score	State Score	Our Rank	Our Score	State Score	Our Rank
Reading	109	112	137	117	112	73	129	102	8
Math	111	108	93	118	103	36	128	96	11
Science	107	101	118	122	100	10	112	99	45

*\* The state ranked 249 schools in grades 3-5 & 6-8 and 227 schools in grades 9-12.*

Out of the 249 school districts that were ranked with the new system in all areas, Heartland’s ranking of the overall average of grades 3-12 were as follows:

- 79th in reading
- 35th in math
- 45th in science & writing

**While it is difficult to draw many conclusions from one year’s data, our students scored in the top 15% to 50% of all school districts in the state. We are focusing on those areas in which we can improve in all subjects and are working to implement strategies that will best address any areas of need.**

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

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

## **Standardized testing vs. state standards assessments**

While test scores do not always paint the most accurate picture of students progress or success, we need to have 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 set 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 P-ACT 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 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.

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## **Teacher In-Service Days**



We are very appreciative of the time that we are allowed for teacher in-service days. The time is well-spent with teachers and administrators taking part in evaluating achievement data, discussing school improvement initiatives, and receiving training to become even more effective.

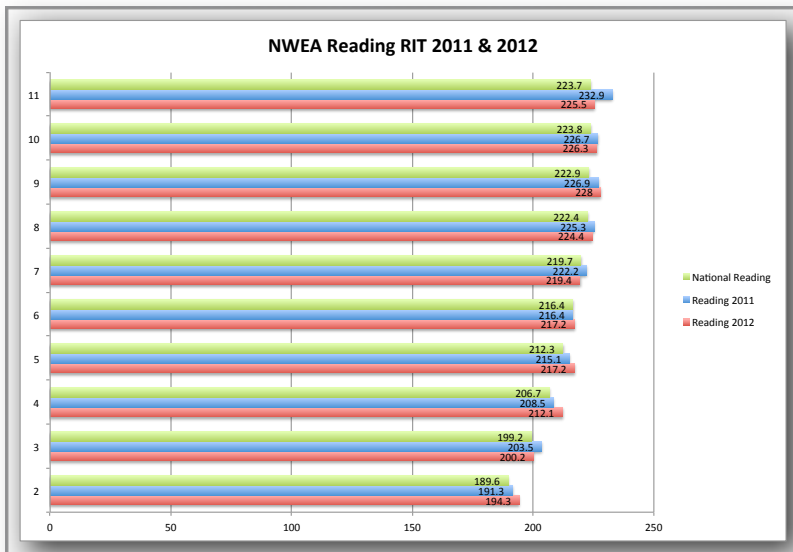
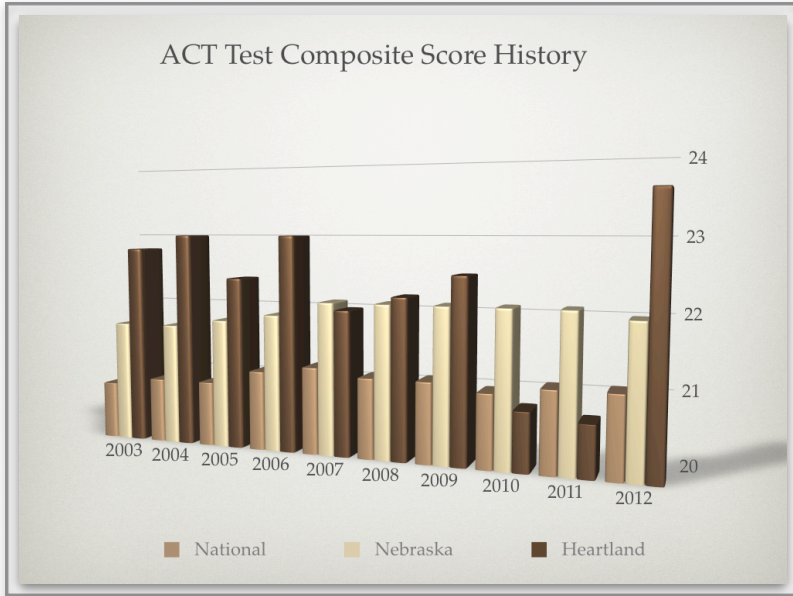
# National Exams

## 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. 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 jumps in our data between some years.



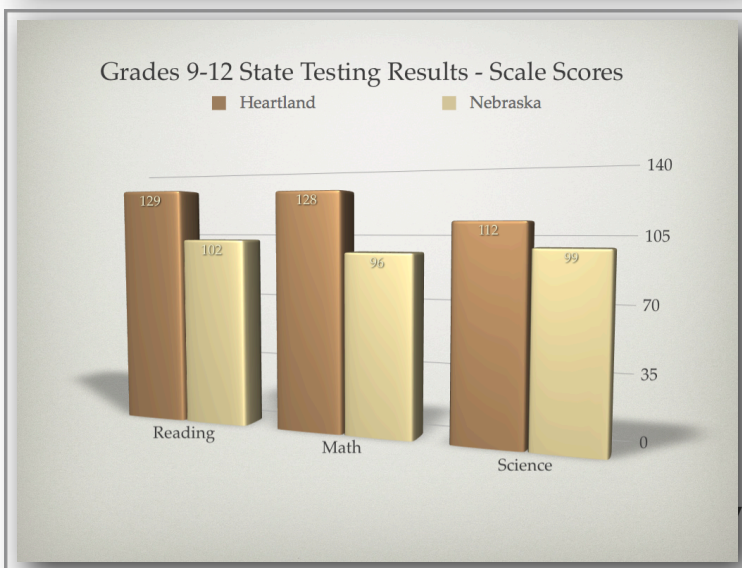
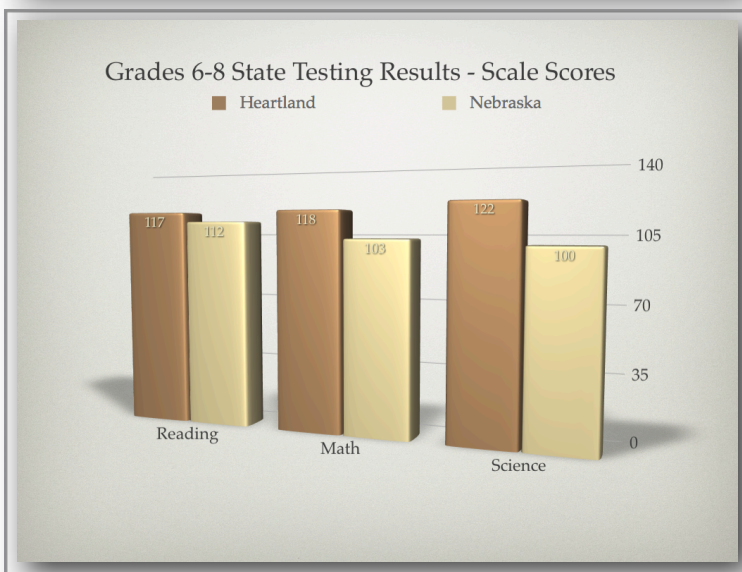
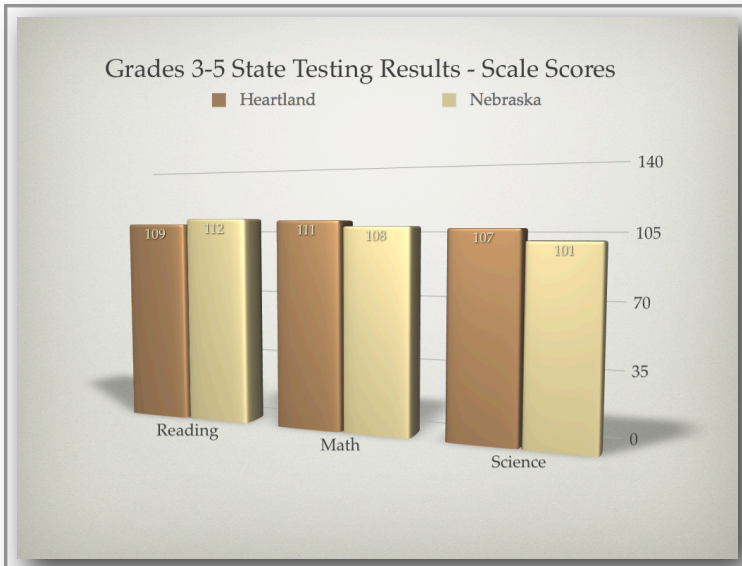
## NWEA MAP Testing

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.

For all of our MAP testing data, please visit our [data page](#) on our school website.

# State Testing of Standards



## Third Year for the State Reading Exam

The third administration of the state reading exam took place in the spring of 2011. With three years of new information, we are beginning to have some good baseline data from which to form conclusions about our own students. Our scores have shown near state average performance in grades 3-6 and well above average performance in grades 7-12.

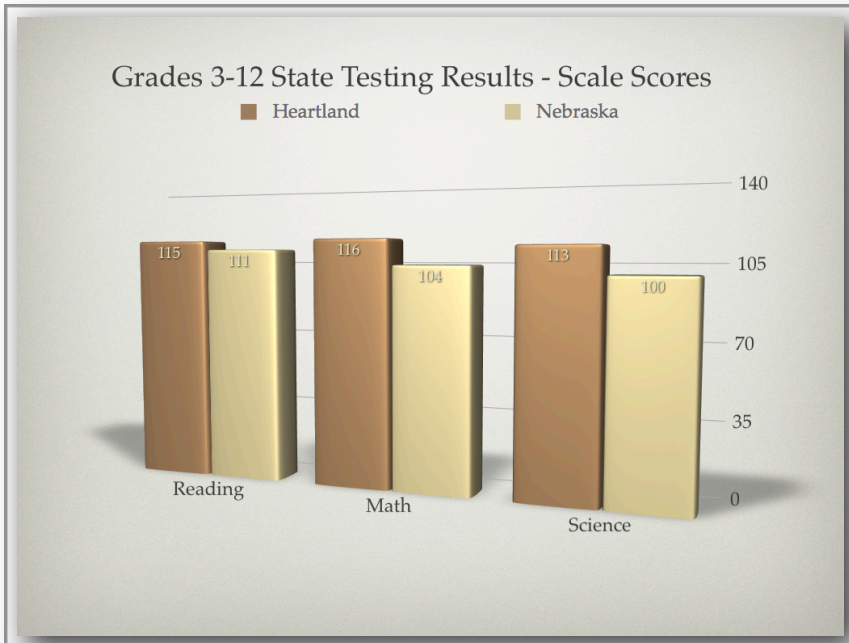
## State Writing Exam

The state writing exam is given to all 4th, 8th, and 11th graders in Nebraska. The writings are scored at the state level each year and are focused upon the narrative, descriptive, and persuasive styles of writing.

Since its inception, the writing test produced results that were holistic in nature. This produced one score for the entire essay for each student. In the last couple of years, the scoring has moved to analytical. Now, we will receive subtest scores on each essay on specific skills within the essay writing process.

Because of the change in scoring, we cannot compare recent years to those prior, but continue to analyze the information that we receive. We are pleased with the performance of our students on the state writing test and will continue to find new ways to teach this important skill.

# State Standards & Ranking



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## Did You Know ...

- Over 45% of our teachers hold Masters’ degrees and have over 15 years of experience, on average?
- Over 90% of our students attend a post-secondary institution?
- 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?
- 100% of our teachers are considered to be “highly qualified” according to national legislative standards?
- 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

For more information related to the school’s annual report, please visit the state’s website at: <http://reportcard.education.ne.gov>

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.