



HOLDREGE PUBLIC SCHOOLS

An Equal Opportunity Agency

ANNUAL REPORT TO PATRONS

A note from Todd Hilyard, Superintendent



In reading through the Holdrege Public Schools Annual Report, we hope that you see that we are working every day to empower all students for success, all while emphasizing fiscal responsibility to our patrons.

We know that we have great community support and that there is a direct relationship between this support and the quality of our schools. Holdrege Public Schools has a long-standing tradition of dedicated staff members. These staff members, coupled with parents who truly care about their child's education, community members who are solution based, and a consistently progressive school board, have allowed us to provide for an amazing learning environment for our students. Together, all of the entities are committed to the Holdrege Public Schools' mission of preparing students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

It is my privilege to serve you as the HPS Superintendent. Thank you for your help in making the Dusters one of the most well respected districts in the State of Nebraska. Go Dusters!

Statement of Philosophy

The Holdrege Public Schools have been established by this community for the purpose of preparing students to assume their place as responsible, productive citizens in our community, state, nation, and world. To accomplish this we must endeavor to provide experiences and opportunities for each individual to develop to their fullest potential. We must impart not only knowledge, but the thinking skills to put our knowledge to use. We are charged with assisting the student to acquire the skills, attitudes, appreciations, and insights which will help him or her to live effectively and productively in a challenging and changing world.

Mission

The mission of the Holdrege Public Schools is to prepare all students to be lifelong learners and productive, responsible citizens by providing a quality education in cooperation with family and community.

Governing Values

We believe ...

- that everyone deserves to be treated with dignity and respect.
- that we must demonstrate, encourage, and expect responsible behavior.

- that all students are individuals with unique talents and abilities.
- that all students should be given the opportunity for an appropriate education to help them reach their potential.
- that we are committed to prepare our students for the future.
- that schools should provide an inviting and stimulating environment for all.
- that learning is a lifelong process with responsibility shared by the learner, school, home, and community.

Board of Education

The HPS Board of Education meets in regular session monthly, with special meetings as needed. All meetings are open to the public and follow the Open Meetings Act as established by statute. Meeting agendas are available online and Board policies are posted on the school website.



HPS Board of Education (LtoR): Teresa Kroll, Rick Ackerman, Tim Gustafson, Shaun Jensen, Michael Waller, and Brian Rust

District Location & Facilities

HPS District #69-0044 covers 183.2 square miles in Phelps County and 31.2 square miles in Harlan County. District attendance centers include Holdrege High School, Holdrege Middle School, Holdrege Elementary School, and the HPS Early Childhood Education Center.

The Tassel Center for the Performing Arts was gifted to HPS in 1999 by the Phelps County Community Foundation, Inc. The Tassel provides a setting for students to showcase their talents in music, speech, and theatre.

Educational Programs & Services

Holdrege Elementary School was completed for occupancy at the beginning of the 2015-16 school year. The building also houses the HPS Early Childhood Education Center.

Holdrege Elementary School, provides a developmentally appropriate educational

environment for all K-4 students. Instruction is offered in all curricular areas with the use of current instructional practices with technology used to enhance learning opportunities. Title I reading and math, Response to Intervention, special services, and other programs are available to students.

The HPS Early Childhood Education Center program provides educational services which strive to assist preschool children in achieving language, cognitive, socio-emotional, and physical gains.

Holdrege Middle School is dedicated to the development of the 5-8 grade students intellectually, socially, and emotionally by providing solid core and exploratory academic programs that allow students to discover interests and personal academic goals. HMS seeks to work in partnership with parents and students to help make the transition smooth from elementary to high school by providing the best opportunities available for each student to be successful.

Holdrege High School is a comprehensive secondary school serving 9-12 grade students by promoting a solid work ethic, citizenship, and academic success for all students. Students are encouraged to develop a sense of responsibility that enables them to be both self-disciplined and self-reliant. With the use of the 1:1 technology enhanced learning environment, the High School is dedicated to provide 21st century learning opportunities and skills by all teachers in all subject areas.

HPS identifies high ability learners and provides an integrated program for all students using differentiated instruction and emphasizing problem solving techniques, high level thinking skills, and opportunities for creativity. Advanced placement courses, as well as participation in quiz bowls, summer honors program, and other challenging experiences are made available to students. HPS participates in the High Ability Learner Education Consortium through Educational Service Unit #11.

Title I services are provided for all students in grades K-4 who show need for extra assistance in reading and mathematics skills. Parent involvement to emphasize reading is a successful part of the program.

Services are provided for students identified as "limited English proficient".

Summer school is available for students in grades K-4, while summer session credit recovery is available for middle school and high school students.

HPS educates students with disabilities alongside students who do not have disabilities in the regular education

STUDENT ACHIEVEMENT

2017-18

For additional information, see the 2017-18 Nebraska Department of Education's Nebraska Education Profile at <http://nep.education.ne.gov/snapshot.html#69-0044-000>

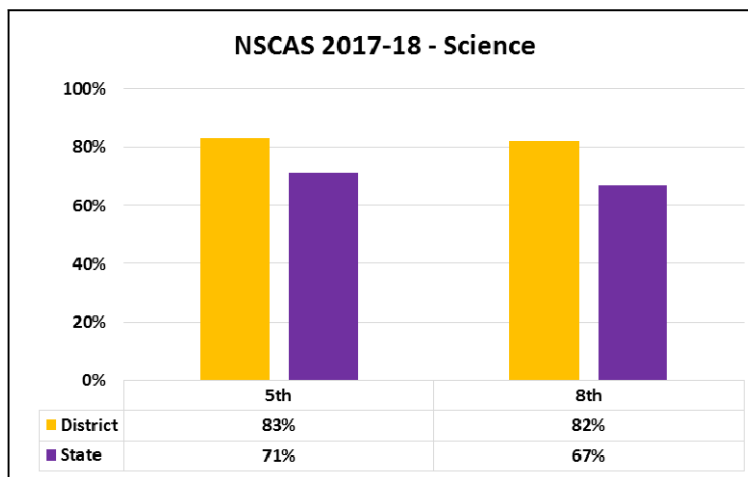
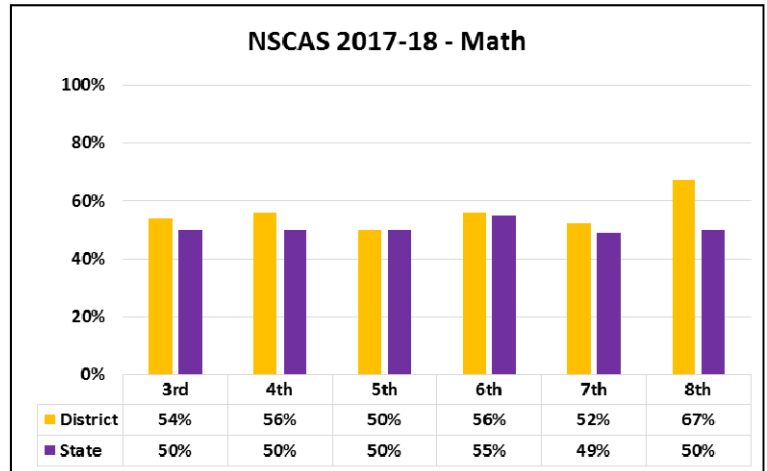
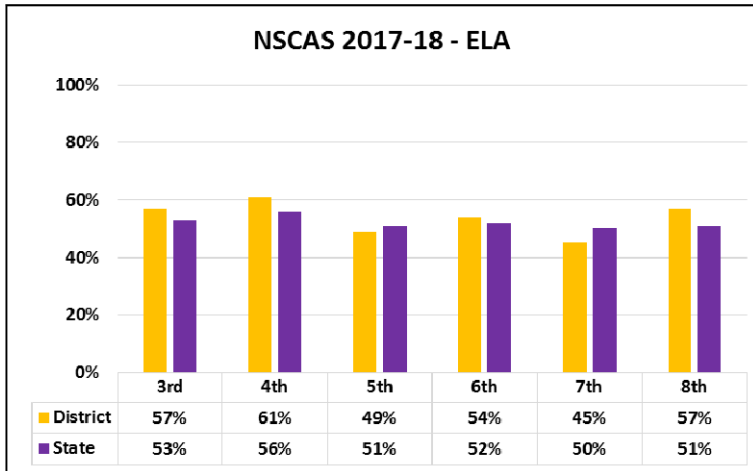
Nebraska State Accountability (NSCAS)

The Nebraska Student-Centered Assessment System (NSCAS) assessments are given each spring. Students are assessed in math and English language arts for grades 3-8, and grades 5 and 8 are assessed in science. The assessments evaluate student comprehension of content standards appropriate for each grade level tested. A new math assessment was given during the spring 2018 assessments that fully aligned with Nebraska's math standards passed in 2015.

New benchmark indicators for the ELA and math assessments were established for the spring 2018 assessment to differentiate scores from previous years to reflect the changes to the assessments. The indicators ranges

reflected the rigor and grade level of each content assessment. The range for the ELA assessment is 2220-2890 and the range for the math assessment is 1000-1550. The science assessment indicators stayed the same, which include: Below Standard - 0-84, Meets Standard 85-134, and Exceeds Standard - 135-200.

The NSCAS assessments continue to be updated and changed to reflect the changes made to content standards and technology advancements. The NWEA platform will allow for the ELA and math assessments to be semi-adaptive to differentiate questions based on student answers to better reflect student knowledge. Currently, the state is working to update the NSCAS science assessment to align with state standards passed in 2017.



- HPS students outperformed state averages for NSCAS in eleven of the fourteen assessments.
- The NSCAS math assessment was new for 2017-18; therefore, overall scores made the expected drop statewide and we can not compare previous year's scores to the new assessment scores this year.
- All ELA scores rose from last year for an overall increase of 5%.
- District MAP reading and math scores are above the Mean RIT scores in almost all grades. A RIT score is an estimation of a student's instructional level and measures student progress/growth in learning.
- District ACT scores that met/exceeded established benchmarks were higher than the state averages.
- Kindergarten through sixth grade students reached and exceeded year-end benchmarks of letter and word fluency established by DIBELS
- Overall, HPS students are achieving academic success and performing at or above the state averages and set benchmarks for NSCAS, MAP, ACT, and DIBELS.

STUDENT ACHIEVEMENT

2017-18

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Measures of Academic Progress (MAP)

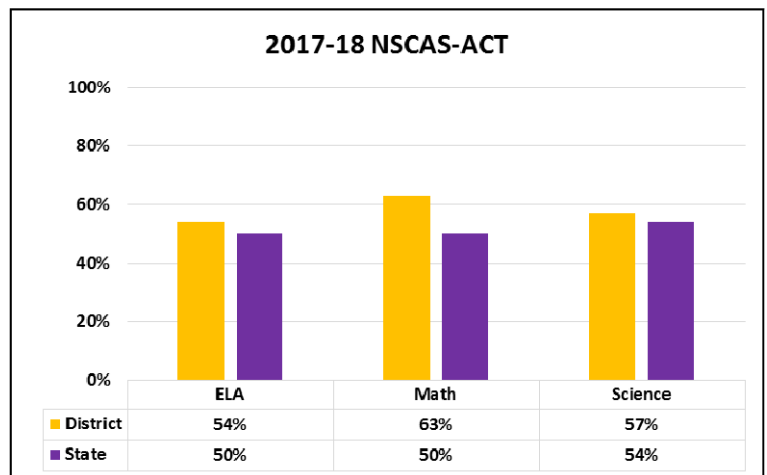
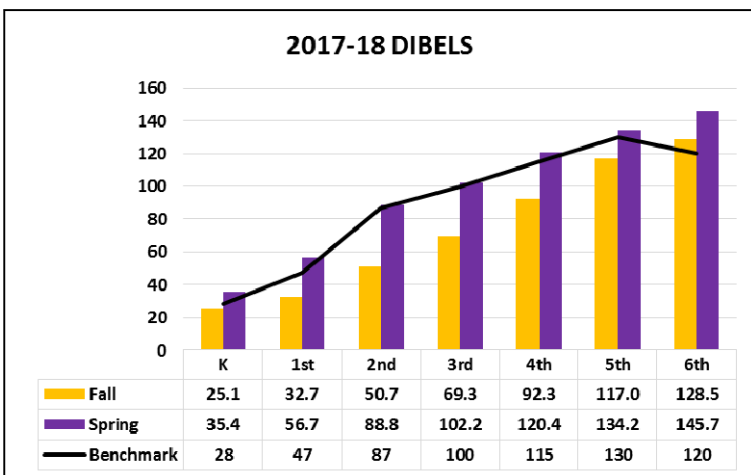
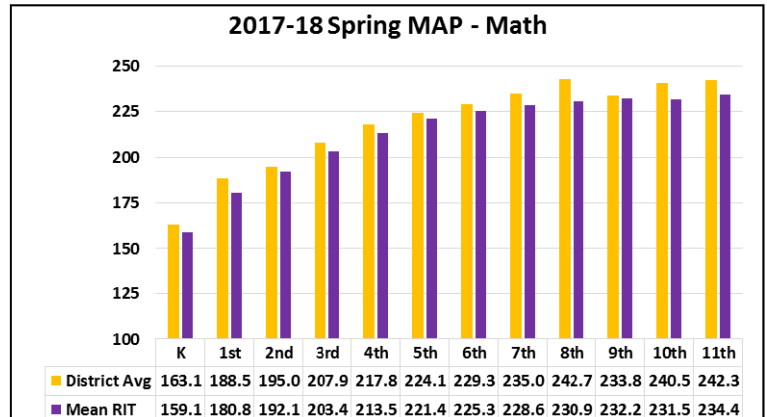
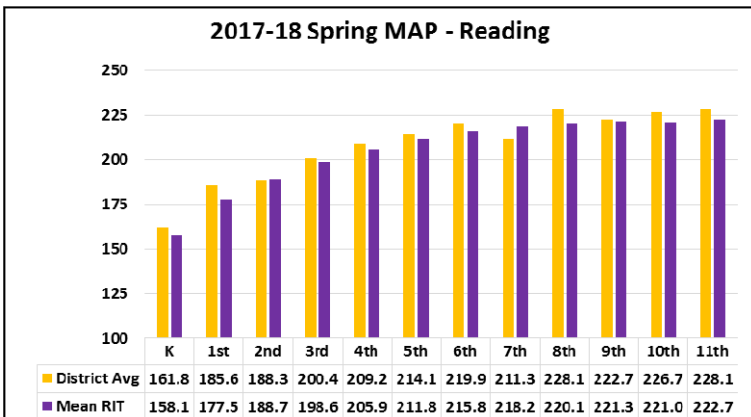
Measures of Academic Progress (MAP) assessments are given to grades K-11 twice a year to measure student achievement and academic growth. The assessments are used to inform teaching and learning practices of where students currently are in their learning and where they need to go for continual growth. MAP scoring indicators include: 0-40% Low—Low Average Performance; 41-80% Average—High Average Performance; and 81-100% High Performance.

DIBELS

DIBELS testing is used to assess student phonemic awareness, phonics skills, and oral reading fluency to enhance student reading abilities. The assessment is given to all students Kindergarten through 6th grade, three times a year (fall, winter, and spring). Kindergarten-6th grade students increased their DIBELS performance by an average of 24 points in the 2017-18 school year. Additionally, by the time of spring testing, students outperformed grade level benchmarks by an average of 10.9 points.

ACT

The ACT is a college readiness assessment students can choose to take that can inform their level of performance in preparation for college. The content areas assessed are in English, math, reading, science, and an optional writing test. Those assessments are then filtered into one of three main assessment scores. All 11th grade students are required to take the ACT in place of Nebraska given assessments. Nebraska has set cut scores for each of the main three areas (ELA, math, and science) that indicate whether students are performing at a Developing, On Track, or ACT Benchmark level. The assessment is at no cost to the students and the scores are used within our district to measure student performance.

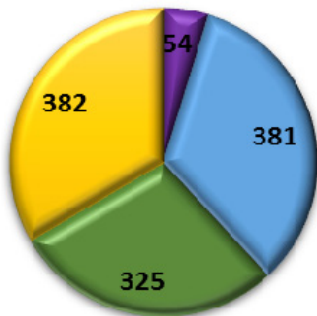


HPS SNAPSHOT

2017-18

Student Enrollment 2017-18

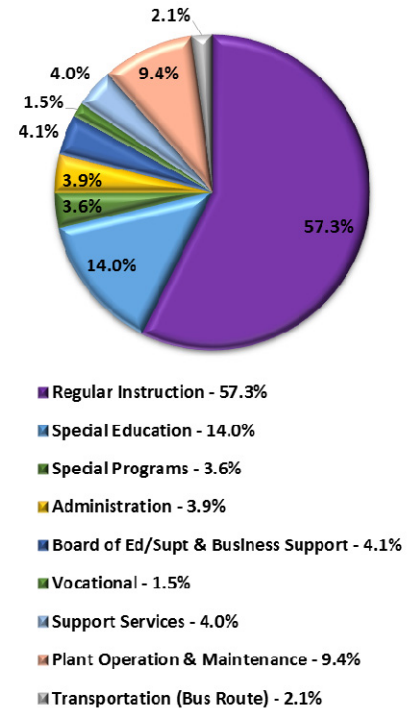
Total Enrollment - 1,142



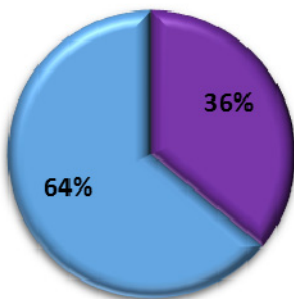
- PK/Early Childhood - 54
- Grades K-4 - 381
- Grades 5-8 - 325
- Grades 9-12 - 382

2017-18 ENROLLMENT (last Friday in September)	
PK/Early Childhood	54
Kindergarten	73
Grade 1	72
Grade 2	75
Grade 3	87
Grade 4	74
Grade 5	78
Grade 6	87
Grade 7	86
Grade 8	74
Grade 9	79
Grade 10	102
Grade 11	101
Grade 12	100
TOTAL	1,142

Operating Budget



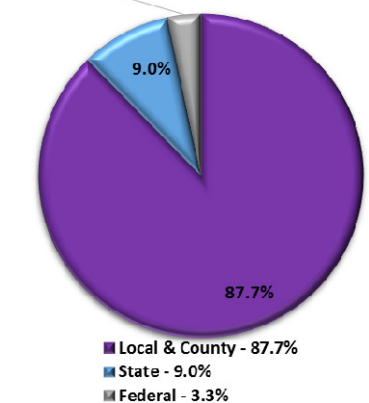
Free & Reduced Meals Percentage



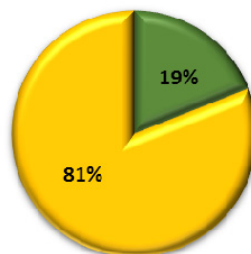
- Free & Reduced - 36%
- Non Free & Reduced - 64%

2017-18 Staffing	
Certified Staff—Teachers, Special Services, and Administrators	99.03 FTE
Professional Staff—School Psychologist & Nurse	3.00 FTE
Paraeducators & Aides	32.20 FTE
Administrative Support, Clerical, Custodial, Route Bus Drivers, Other	23.68 FTE
100% of HPS Teachers are NCLB/ESSA Qualified	
HPS Teachers Average 19.34 years of Experience	

Funding Sources



Special Education Percentage



- SPED - 19%
- Non-SPED - 81%

2017-18 Transportation & Activities

Student Activities logged 82,654 miles

80% of Holdrege High School Students participated in at least one Student Activity

355 PK-12th Grade Students were transported 63,158 miles on Bus Routes & Courtesy Shuttle

2017-18 Valuation, Levy, & Per Pupil Cost

District #69-0044 Valuation	\$1,102,923,988
General Fund Levy	\$0.980000
Bond Fund Levy (New Elem.)	0.110000
Building Fund Levy	0.070000
QCPU Fund Levy	0.000000
TOTAL LEVY	\$1.160000
Per Pupil Cost (ADM)	\$11,782

environment, unless the nature or severity is such that education in regular classes using supplementary aids and services cannot be achieved satisfactorily. Special services are provided to those students who have been referred by the Student Assistance Team and verified by the Multidisciplinary Team. Teachers and specialists provide the following services to children with disabilities: resource assistance; speech/language, occupational, and physical therapy; behavioral services; audiology and vision services; and transition program services.



observations, and review of evidence, it was clearly evident that school leadership and staff at all levels of the district commit to a culture that is based on excellence and shared values and beliefs. The team commended the school board which acts in an effective and cohesive manner to support school personnel. The staff relies on the guidance of the board that set sound policy and direction and provide the necessary resources for the improvement and enhancement of district performance. School board members, united in their thinking and approach to governance and leadership, are committed to the continuous improvement of Holdrege Public Schools. The school board also provides the district administrators the independence needed to function effectively and accomplish district goals and has established a clear distinction between its role and the role of administrators. The board has created policies for administrators to be successful in the day-to-day management of the district and schools. These policies create a framework that allows district and school leaders to effectively and independently meet goals for achievement and instruction.

growth. As a result of reviewing evidence and artifacts, the current evaluation process needs to focus on professional and student growth. By implementing a comprehensive evaluation process, staff members can improve instructional practices that will support student success.

Second, due to the potential retirement of veteran staff over the next several years, the district should develop a district-wide plan for induction, coaching, and mentoring new staff members.



Third, the district should develop a long-range strategic resource management plan to support the purpose and direction of the district. As a result of interviews and an examination of artifacts, although there are strategic initiatives such as a technology and facility plan, a comprehensive resource management plan that encompasses all aspects of district financial decision-making in relation to its stated purpose and direction does not currently exist.



Accreditation

The District is accredited by the State Department of Education and was awarded continuing AdvancED® accreditation through June 30, 2019 by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI), based on the external visitation team review conducted in February 2014. Excerpts from the summary report are provided as follows:

In off-site and on-site review sessions, the AdvancED® External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The team was comprised of five members, two members from out-of-state and three members from Nebraska. Over the course of the review, the team gathered evidence, made observations, reviewed artifacts, and interviewed representatives from a variety of stakeholder groups. The district was well-prepared for the review and provided extensive artifacts and evidence for the team to review. These documents included profile information, district and school accreditation reports, district and school performance data, stakeholder feedback data, and a host of other documents that aligned to each of the five AdvancED® standards. The district's approach to completing the institution's Executive Summary and Self-Assessment was thorough and comprehensive which contributed to a comprehensive insight into the operation of the district.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED® Accreditation Standards and Indicators. As a result of interviews,



The primary goal of the Holdrege Public Schools over the last several years has been improvement in the area of reading. The team commended the district for establishing policies and procedures in order to monitor and support instructional practices in reading. Through the Response to Intervention process, professional development, and a commitment to increased time devoted to reading, this goal has become a reality. The team also commended the district for its use of Whole Faculty Study Groups to further develop a collaborative learning culture. Data analysis as well as the refinement of curriculum and instruction all benefit from this process. Teachers and staff are allowed time for discussion among multiple groups which furthers the district's purpose and goals.

The team cited opportunity for improvements in the areas of the effective engagement of stakeholders, coordinating educational support services to meet the unique learning needs of students K-12 across all content areas, the development and implementation of a district instructional process to communicate the learning expectations of students, and work to engage families in more meaningful ways to inform them of the learning progress of their children.

Finally, the team provided the district three required actions. These actions include the analysis of the current staff evaluation system to ensure that the primary focus is to support professional practice and promote student



Over the course of the review, the team found that the Holdrege Public Schools has established a sound educational program, engages in systemic thinking and actions, and has a school board that establishes effective and appropriate policies and gives their administration and staff the autonomy to complete their tasks.

