

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



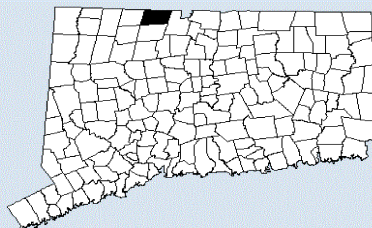
Hartland School District

Mr. Anthony Distasio, Superintendent • 860-653-7207 • <http://hartlandschool.com>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	188
Per Pupil Expenditures ¹	\$17,460
Total Expenditures ¹	\$3,980,906

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	82	43.6	48.3
Male	106	56.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.7
White	174	92.6	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	17	9.0	38.0
Students with Disabilities ¹	25	13.3	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	*	*	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.1
Paraprofessional Instructional Assistants	6.9
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	24	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.8	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	24	75.0
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	6	2.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	15	5.6
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	8	3.0
All Disabilities	35	13.1

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,812,861	9,019	9,387
Instructional Supplies and Equipment	46,098	229	318
Improvement of Instruction and Educational Media Services	224,069	1,115	541
Student Support Services	437,905	2,179	1,048
Administration and Support Services	441,634	2,197	1,790
Plant Operation and Maintenance	326,015	1,622	1,608
Transportation	273,734	1,010	845
Costs of Students Tuitioned Out	272,800	N/A	N/A
Other	145,790	725	194
Total	3,980,906	17,460	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	0	0.0
Noncertified Personnel	0	0.0
Purchased Services	408,130	50.8
Tuition to Other Schools	351,039	43.7
Special Ed. Transportation	40,005	5.0
Other Expenditures	4,000	0.5
Total Expenditures	803,174	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.6	68.9
State	29.4	29.1
Federal	1.7	1.7
Tuition & Other	0.4	0.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	117	76.0	116	67.9	36	66.5
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	125	74.9	124	66.9	37	66.6
Eligible for Free or Reduced-Price Meals	15	*	15	*	*	*
Not Eligible for Free or Reduced-Price Meals	110	77.1	109	69.7	*	*
Students with Disabilities	26	57.9	25	52.1	6	*
Students without Disabilities	99	79.4	99	70.6	31	67.4
High Needs	35	60.1	34	53.2	10	*
Non-High Needs	90	80.7	90	72.1	27	70.2
District	125	74.9	124	66.9	37	66.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	87.5	*	N/A	57	93.0
Curl Up	*	100.0	*	N/A	57	100.0
Push Up	*	84.4	*	N/A	57	87.7
Mile Run/PACER	*	96.9	*	N/A	57	93.0
All Tests - District	*	78.1	*	N/A	57	80.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.9	75	50.0	50	99.9	67.7
	High Needs Students	60.1	75	40.1	50	80.1	56.7
Math Performance Index	All Students	66.9	75	44.6	50	89.2	61.4
	High Needs Students	53.2	75	35.4	50	70.9	49.9
Science Performance Index	All Students	66.6	75	44.4	50	88.8	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	79.7%	100%	79.7	100	79.7	63.8%
	High Needs Students	67.9%	100%	67.9	100	67.9	58.3%
Math Academic Growth	All Students	82.4%	100%	82.4	100	82.4	65.0%
	High Needs Students	63.6%	100%	63.6	100	63.6	57.4%
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.1%	<=5%	43.8	50	87.6	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 80.7%	75%	50.0	50	100.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				701.9	850	82.6	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.1	14.9	16.5	
Math Performance Index Gap	72.1	53.2	18.9	18.9	
Science Performance Index Gap	70.2	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	97.2
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

School improvement plans and goals focus on higher achievement of the CCSS for all students, and better communication of those efforts, enhancing the home school partnership. Further, we are focusing on building the skills and dispositions of engaged and responsible citizens in the school and local communities.

We are in the final phase of revising our benchmark assessments to better align with the SBA, and provide more actionable and timely data in a way that minimizes loss of instructional time. We have added STAR360 and eliminates other measures. We are growing our capacity to use data to drive instruction and to support students with personal goal setting.

As we increase the digital aspect of curriculum and instruction it is important that parents/guardians understand the role of technology in education, are able to access platforms such as Power School, support student learning, and play an active role in keeping students safe online. Our Climate and Safety Committee is leading the initiative to provide resources for parents on our website, through communication, and by offering programs.

Our surveys of parents and students regarding a Safe School Climate show that, though the number has significantly lessened, there are still incidents of mean-spirited behavior, particularly in unstructured settings. We developed our schedule of cultural arts events to focus on citizenship and standing up to bullying. We have also been structuring recess times a little more to teach cooperative games and coach conflict resolution. Additionally, we have built out the social and emotional learning component of our SRBI model.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Hartland School is a small PreK-8 school, and is geographically isolated. The close knit community is conservative, but values efforts to support 21st century skills and dispositions in our learners. Our PTO is very supportive of field trips. We have been able to maintain our well supported Cultural Arts programs to bring in or fund visits to artists, museums, and talks that broaden children's perspectives, develop appreciation for the richness that diversity offers to life. We are developing our use of educational technologies to develop our students as ethical digital citizens in this diverse and global society.

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Equitable Allocation of Resources among District Schools

Hartland School is the only school in the district. Our students receive vouchers to attend the public high school of their choice.