Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	173
Per Pupil Expenditures[1]	$17,931
Total Expenditures[1]	$4,088,380

[1]*Expenditure data reflect the 2016-17 year.*
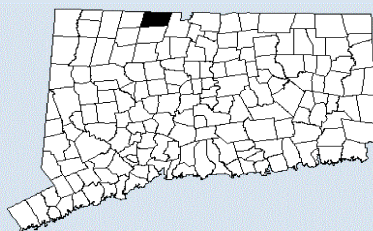
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	97	56.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	7	4.0	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	*	*	0.1
Two or More Races	7	4.0	3.3
White	154	89.0	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	15	8.7	36.7
Students with Disabilities[1]	30	17.3	14.8

[1]Students 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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	0	0.0
District	*	*	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	16.4
Paraprofessional Instructional Assistants	4.3
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	2.0
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	1.7
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.0

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	23	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	14	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
District	25	69.4
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	2.4	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	18	7.2	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	3.6	1.8
All Disabilities	39	15.6	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	1,934,008	10,233	9,847
Instructional Supplies and Equipment	54,248	287	287
Improvement of Instruction and Educational Media Services	199,545	1,056	589
Student Support Services	434,910	2,301	1,120
Administration and Support Services	499,682	2,644	1,905
Plant Operation and Maintenance	268,764	1,422	1,648
Transportation	303,259	1,132	904
Costs of Students Tuitioned Out	239,635	N/A	N/A
Other	154,329	817	208
Total	4,088,380	17,931	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,393

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	14,158	1.7	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	414,478	50.9	5.5
Tuition to Other Schools	324,138	39.8	23.4
Special Ed. Transportation	58,154	7.1	8.7
Other Expenditures	2,636	0.3	14.1
Total Expenditures	813,564	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.9	72.9
State	24.8	24.8
Federal	1.6	1.6
Tuition & Other	0.7	0.7

[4]Revenue 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).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	105	77.7	105	69.1
English Learners	0	N/A	0	N/A
Non-English Learners	116	76.7	116	67.8
Eligible for Free or Reduced-Price Meals	23	67.4	23	59.8
Not Eligible for Free or Reduced-Price Meals	93	79.0	93	69.8
Students with Disabilities	20	60.9	20	49.1
Students without Disabilities	96	80.0	96	71.7
High Needs	34	67.3	34	58.4
Non-High Needs	82	80.6	82	71.7
District	116	76.7	116	67.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	100.0	N/A	60	100.0
Curl Up	*	*	100.0	N/A	60	100.0
Push Up	*	*	90.6	N/A	60	93.3
Mile Run/PACER	*	*	87.5	N/A	60	90.0
All Tests - District	*	*	84.4	N/A	60	88.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The 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.

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

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.7	75	50.0	50	100.0	67.6
	High Needs Students	67.3	75	44.9	50	89.8	57.5
Math Performance Index	All Students	67.8	75	45.2	50	90.4	62.7
	High Needs Students	58.4	75	38.9	50	77.8	52.0
ELA Academic Growth	All Students	63.8%	100%	63.8	100	63.8	60.7%
	High Needs Students	53.1%	100%	53.1	100	53.1	55.6%
Math Academic Growth	All Students	66.7%	100%	66.7	100	66.7	61.9%
	High Needs Students	66.3%	100%	66.3	100	66.3	55.4%
Chronic Absenteeism	All Students	1.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	1.6%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% | 88.3%	75%	50.0	50	100.0	96.6% | 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**628.9**	**800**	**78.6**	

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	67.3	7.7	15.9	
Math Performance Index Gap	71.7	58.4	13.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

[1]If 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.

[2]If 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	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

[3]Minimum 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: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Hartland School is committed to making a robust education accessible to all students by meeting their needs as learners and as members of their learning communities. Regarding Special Education:.

We aligned Sp. Education services and communication for students who have multiple service providers. More frequent team meetings, and observing each each other during service delivery has had a significant impact. We maintain a digital log of progress toward IEP goals leading toward more informative conversations with parents and detailed progress reports.

We revised our SRBI model to provide better documentation of students' responses to interventions. This is most notable in math and social/emotional learning where our intervention model has shown the most documented growth, including a significant drop in the percentage of students in Sp. Ed. over the last three years.

We collaborated with NWR7 colleagues to meet the needs of new students and students transitioning to high school with dyslexia. Many of the new students had not been diagnosed correctly or had been under served and our collaboration has been invaluable in programming for these students.

For students with ASD or other significant emotional/behavioral deficits, it has helped to collaborated with a BCBA. She helped us to design Individualized Behavior Plans and trained teachers and paraprofessionals to implement those plans with fidelity. We also collaborated with multiple family support agencies and consultants.   .

Students with poor attendance and/or are chronically tardy are few. Our school nurse has led family outreach initiatives which are resolution focused, improving the home-school relationship and our attendance records.

Regarding engaging parents and supporting their engagement of student learning at home:.61 families, 54%, responded to our annual Parent Feedback Survey. Every area of the survey improved. 82%, up from 77%, of parents reported that their child liked to come to school each day most or all of the time. 93%, up from 77%, felt their children are treated fairly by adults. And 84%, up from 77%, felt there are trusted adults their children could go talk to. Families who reported that their child's experience on the bus is positive is 76%, up from 66%.

A range of community leaders serve on our Climate and Safety Committee. This year we audited our advisory program in the middle school, and also audited our Health and Wellness policy and programs, leading to changes in curriculum and programming K-8.

PreK-Grade 3 teachers worked to align newsletters to provide a continuum of information about school programming. a€˜I Cana€|' statements help families celebrate achievement of learning targets. "Ask mea€|' sections foster family dialog about current learning experiences.

We revised our open house model to meet the different needs of our PreK-3, 4-5, and 6-8 grade level bands. In addition to being important school spirit opportunity, parents are provided information how to best support their child's education.

It's important 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 keeping students safe online. We significantly increased the number and quality of presentations on digital safety and other areas where young people are at risk.

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 BOE and PTO are very supportive of field trips and in school programs. We have been able to maintain our well supported Cultural Arts programs to bring in culturally diverse artists and to fund visits to artists, museums, and talks that broaden children's perspectives, and develop appreciation for the richness that diversity offers to life. One example is our long standing relationship with the Hartford Stage. They come to grade five and six each year as artists in residence to dig deeply into a work of literature that addresses social inequity and prejudice. We have also brought in colleagues from the Winchester and Granby youth services bureaus to address sensitive topics such as bullying, gender identity and dating safety.

Equitable Allocation of Resources among District Schools

Hartland School is the single school in the district. We are PreK-8 and our high school students use vouchers to attend the high school of their choice. As such, our biggest challenge is making sure students are aware of all their options. Several of our students attend Vo-Ag programs, Technical, STEM and Arts schools, many through the magnet school program. A wide array of area high schools are invited to our annual Night of Exploration when 7th and 8th grade students hear presentations and visit displays from many area programs.

In addition, students in our World Languages program develop relationships with sister schools in other countries. Additionally, many Hartland families participate in missions in other countries and the school community has benefited from those connections through pen pals and online shared communication.