

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



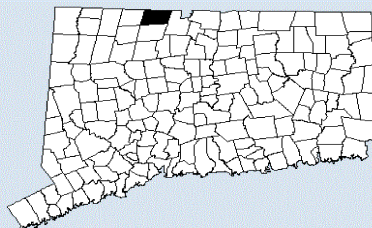
Hartland School District

Ms. Immacolata Canelli, Superintendent – Acting • 860-653-7207 • <http://hartlandschool.com>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	157
Per Pupil Expenditures ¹	\$21,617
Total Expenditures ¹	\$5,555,500

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	65	41.4	48.4
Male	92	58.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	7	4.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	11	7.0	3.8
White	135	86.0	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	34	21.7	43.3
Students with Disabilities ³	30	19.1	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	12	9.4	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	15	10.1	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	14.8
Paraprofessional Instructional Assistants	3.3
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	1.2
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	2.0
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	5.8

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	21	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	22	88.0
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	7	*
District	39	86.7
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	26	11.1	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	3.8	1.8
All Disabilities	48	20.5	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	29.2	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,651,242	\$14,207	\$10,923
Support services - students	\$454,999	\$2,844	\$1,277
Support services - instruction	\$185,342	\$1,158	\$682
Support services - general administration	\$138,987	\$869	\$467
Support services - school based administration	\$291,796	\$1,824	\$1,021
Central and other support services	\$93,224	\$583	\$679
Operation and maintenance of plant	\$273,874	\$1,712	\$1,718
Student transportation services	\$330,834	\$1,277	\$1,288
Food services	.	.	\$12
Enterprise operations	\$135,202	\$845	\$163
Minor school construction	.	.	\$59
Total	\$5,555,500	\$21,617	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	.	.	28.5
Instructional Aide Salaries	\$24,195	2.0	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$1,851	0.2	13.0
Purchased Services Other Than Transportation	\$428,914	34.9	5.7
Special Education Tuition	\$710,167	57.8	22.5
Supplies	\$3,249	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$59,577	4.9	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$1,227,952	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	75.0
State	22.7
Federal	2.0
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.1%	<=5%	12.2%
	High Needs Students	17.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

In support of the Board of Education's mission and goals, the Hartland School community is committed to making an engaging and robust education that is accessible to all students. The school provides high-quality instruction so every learner is given the opportunity for achieving a high standard within an inclusive setting. The district's collaborative model includes professional learning opportunities for teachers and paraprofessionals, focusing on reading and mathematical strategies, assistive technology, and workshops to empower parents.

Hartland School began implementation of RULER with all staff members. RULER is an evidence-based approach for integrating social and emotional learning into schools, developed by the Yale Center for Emotional Intelligence. Through training in the RULER approach, staff members collaborated to create and sustain a positive climate, as well as support individual development of emotional skills for both students and adults. Through a partnership with Northwestern Middle and High School, parents have been invited to attend RULER workshops.

A parent survey is developed and distributed in the spring of each school year. The results of the survey serve as a guide for school wide goal setting the following year. Staff communicate with families through the school website and teacher web pages, newsletters, fliers, email, and email blasts. Parents are engaged with student learning through Open House, Curriculum Night, parent-teacher conferences and Night of Exploration. Families are also invited to Writing Wall celebrations, the Veteran's Day assembly, DARE graduation, field day, and cultural events. The PTO is very active and plans well-attended family fun activities including Trunk or Treat, Middle School Dances, and Movie Night.

Hartland School created an attendance committee to monitor student engagement and attendance. When students accumulate absences, letters are sent home and phone calls are made to alert parents, in an effort to increase attendance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Hartland School is a small PreK-8 school and is geographically isolated. The Hartland community is very close knit and highly values the efforts to support 21st century skills in our learners. Hartland School provides all students in grades 3-8 with individual Chromebooks for instructional purposes. We have also been able to support our Cultural Arts programs to bring in culturally diverse artists, to fund visits to artists, museums, and talks that broaden children's perspectives, and develop appreciation for the richness that diversity offers to life. Each year, Hartford Stage visits students in grades five and six. During this time, the artists in residence alongside students, dig deeply into a work of literature that addresses social inequities and prejudice.

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Equitable Allocation of Resources among District Schools

Hartland School is the single PreK-8 school in the district. Our high school students use vouchers to attend the high school of their choice. As such, our biggest challenge is ensuring that students are aware of all the options available to them. Several of our students attend Vo-Ag programs, Technical School, STEM and Arts Schools. A wide variety of schools are invited to our Annual Night of Exploration when 7th and 8th students hear presentations and visit displays from the different programs offered.