

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

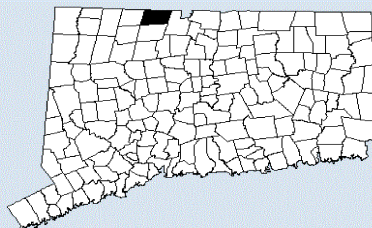


Hartland School District

860-653-7207 • <http://hartlandschool.com>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	162
Per Pupil Expenditures ¹	\$20,810
Total Expenditures ¹	\$5,493,850

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	69	42.6	48.4
Male	93	57.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	6	3.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	6	3.7	3.6
White	144	88.9	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	31	19.1	42.1
Students with Disabilities ³	31	19.1	15.4

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

³Students 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.

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

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	*	0	*
Hispanic or Latino of any race	0	*	*	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This 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	14.9
Paraprofessional Instructional Assistants	4.3
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	5.8

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	22	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	20	87.0
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	10	*
District	36	78.3
State		67.6

³This 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	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	23	9.5	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	13	5.3	1.8
All Disabilities	51	21.0	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,507,708	\$13,287	\$10,545
Support services - students	\$451,906	\$2,627	\$1,373
Support services - instruction	\$204,844	\$1,191	\$644
Support services - general administration	\$132,409	\$770	\$462
Support services - school based administration	\$274,464	\$1,596	\$1,007
Central and other support services	\$82,572	\$480	\$671
Operation and maintenance of plant	\$380,637	\$2,213	\$1,629
Student transportation services	\$305,994	\$1,264	\$1,231
Food services	.	.	\$13
Enterprise operations	\$153,316	\$891	\$157
Minor school construction	.	.	\$65
Total	\$5,493,850	\$20,810	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	.	.	29.7
Instructional Aide Salaries	\$22,684	2.8	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$1,735	0.2	13.0
Purchased Services Other Than Transportation	\$437,767	53.1	5.5
Special Education Tuition	\$304,939	37.0	22.6
Supplies	\$3,238	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$53,601	6.5	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$823,964	100.0	100.0
Percent of Total Expenditures Used for Special Education		15.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	76.7
State	21.1
Federal	2.0
Tuition & Other	0.2

⁴Revenue 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).

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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	*	*	*	*	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	88	78.2	88	70.0	35	77.9
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	99	77.4	99	68.8	38	77.4
Eligible for Free or Reduced-Price Meals	23	76.0	23	67.7	10	*
Not Eligible for Free or Reduced-Price Meals	76	77.8	76	69.2	28	79.2
Students with Disabilities	20	59.7	20	53.2	8	*
Students without Disabilities	79	81.9	79	72.8	30	82.3
High Needs	33	68.7	33	60.2	13	*
Non-High Needs	66	81.8	66	73.2	25	83.3
District	99	77.4	99	68.8	38	77.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	100.0	100.0	N/A	58	100.0
Curl Up	*	100.0	100.0	N/A	58	100.0
Push Up	*	95.0	100.0	N/A	58	98.3
Mile Run/PACER	*	95.0	95.0	N/A	58	96.6
All Tests - District	*	90.0	95.0	N/A	58	94.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.4	75	50.0	50	100.0	67.7
	High Needs Students	68.7	75	45.8	50	91.6	58.1
Math Performance Index	All Students	68.8	75	45.9	50	91.8	63.1
	High Needs Students	60.2	75	40.1	50	80.2	52.7
Science Performance Index	All Students	77.4	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	72.5%	100%	72.5	100	72.5	59.9%
	High Needs Students	71.6%	100%	71.6	100	71.6	55.1%
Math Academic Growth	All Students	77.3%	100%	77.3	100	77.3	62.5%
	High Needs Students	84.0%	100%	84.0	100	84.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	1.8%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		96.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.3% 94.8%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				737.2	850	86.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.7	6.3	15.4	
Math Performance Index Gap	73.2	60.2	13.0	17.6	
Science Performance Index Gap	75.0	.	.	16.1	
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.

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.

Subject/Student Group		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	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Hartland School is committed to making an engaging, robust education accessible to all students by meeting their needs as learners and as members of their learning communities. A critical aspect of this has been to forge strong home-school partnerships.

Our Special Education and SRBI models have continued to evolve to more effectively meet the needs of all learners. Improved use of data to identify and monitor progress toward identified learning targets in reading, math and social emotional learning has had a significant impact at all tiers of our SRBI model. We streamlined our digital log of progress toward IEP goals leading toward more informative conversations with parents and detailed progress reports. This alignment has also supported goal development for students who are in need of specialized instruction.

For students with ASD or other significant emotional/behavioral deficits it has added value to collaborate monthly with a BCBA. She helped us to refine our Individualized Behavior Plans based on data, and trained teachers and paraprofessionals to implement those plans with fidelity. We also collaborated with multiple family support agencies and consultants. While students with poor attendance and/or are chronically tardy are few, we have needed to increase our collaborations with outside agencies to support some families. Our school nurse has led family outreach initiatives which are resolution focused, improving the home-school relationship and student attendance. We have adopted state recommended goal setting and student contract protocols.

A range of community leaders serve on our Climate and Safety Committee. We also implemented changes in curriculum and programming K-8 based on the audit of our Health and Wellness policy and programs last year. This year we have also studied the importance of emotional intelligence in education and in life. Several staff members received training from the Yale School for Emotional Intelligence. Next year Hartland School will adopt the RULER tools including broad family outreach efforts.

Teachers in grade 3-8 have used student growth targets to support students in individual goal setting. Data from Interim Assessment blocks is used to develop and track learning targets.

Our revised Open House and Curriculum Night model was very well received. This helped us tailor communication to meet the different needs of our PreK-3, 4-5, and 6-8 grade level bands. In addition to being an important school spirit opportunity, parents are provided with information regarding how to best support their child's education, including grade level expectations for executive functioning, habits of work and academic standards.

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 grades 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 increased staffing to address sensitive wellness topics such as bullying, gender identity and dating safety.

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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. 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.