

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



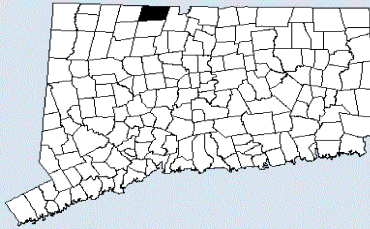
## Hartland School District

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

### District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	205
Per Pupil Expenditures <sup>1</sup>	\$15,210
Total Expenditures <sup>1</sup>	\$3,589,508

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	95	46.3	48.3
Male	110	53.7	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	192	93.7	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	11	5.4	37.3
Students with Disabilities <sup>1</sup>	27	13.2	12.8

<sup>1</sup>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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino	0	*	0	*
White	6	3.2	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	*	*	*	*
District	10	5.1	*	*
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2013-14

## Hartland School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	18.4
Paraprofessional Instructional Assistants	3.4
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.4
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.3

<sup>1</sup>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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	25	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.7	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	14	*
Other Health Impairment	0	0
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	28	90.3
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Hartland School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	14	5.0	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	3.2	1.9
All Disabilities	32	11.4	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,731,118	8,089	8,769
Instructional Supplies and Equipment	57,570	269	275
Improvement of Instruction and Educational Media Services	176,176	823	487
Student Support Services	395,632	1,849	965
Administration and Support Services	435,311	2,034	1,600
Plant Operation and Maintenance	292,937	1,369	1,472
Transportation	247,395	830	786
Costs of Students Tuitioned Out	115,648	N/A	N/A
Other	137,721	644	178
Total	3,589,508	15,210	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	379,088	67.8	5.0
Tuition to Other Schools	154,921	27.7	21.4
Special Ed. Transportation	22,522	4.0	8.5
Other Expenditures	2,543	0.5	14.9
Total Expenditures	559,074	100.0	100.0
PK-12 Expenditures Used for Special Education		15.6	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.1	68.1
State	29.9	29.9
Federal	2.0	2.0
Tuition & Other	0.0	0.0

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2013-14

## Hartland School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	76.8	65.1	52.4	.	.	.	.	
District	93.7	90.7	86.7	84.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	96.8	*	95.0	68	95.6
Curl Up	100.0	*	100.0	68	100.0
Push Up	77.4	*	85.0	68	83.8
Mile Run/PACER	93.5	*	75.0	68	88.2
All Tests - District	74.2	*	70.0	68	76.5
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Hartland School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Hartland School enjoys a strong home-school connection, one that we work to monitor and enhance. We conduct an annual community survey to ask how we could improve communication and to monitor our Safe School Climate. The feedback we receive each year is the catalyst for the development of our Parent Feedback goal. Our website allows us to showcase school initiatives and student work. It serves as a learning resource by connecting students and families to the work of the classroom beyond the school day. Further, we regularly post information regarding school events, parenting resources, and even forms, so that they are easily available.

We believe that personal contact is vital, and begin this with our "Books for Babies" Program through which every Hartland child receives a set of books to welcome them home from the hospital with additional sets presented to children each year thereafter until they start kindergarten. Each school year is started off with a joint PTO school Open House.

We also made efforts to improve support systems that are available to students and families either through our SRBI model or through special services. Further, we have restructured the ways we document and communicate each student's response to intervention. We improved the coordination of support services such as the speech clinician, occupational therapist, school social worker and school psychologist to coordinate with classroom work and to inform parents of progress. Families of middle school students access current grading information to set goals and increase learning. Regular and timely feedback to students and families is critical to a strong home-school partnership.

#### **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 embedding 21st Century literacies and habits of mind into our curriculum and the culture of the school, using digital resources to bring the world to our doorstep.

# District Profile and Performance Report for School Year 2013-14

## Hartland School District

### **Equitable Allocation of Resources among District Schools**

Hartland School District is a single preK-8 school, but our high school students get a voucher to the public school of their choice. Our annual budgeting process includes families identifying the chosen school, and a review of any extra services the students might need. Transportation costs are similarly identified. The budget for Hartland School is developed in a data driven process. We identify needed Special Education costs and SRBI intervention costs. Teachers and curriculum teams plan the resources to insure academic success on our benchmark measures, and ultimately, the SBA. The administration reviews enrollment and student needs in making staffing decisions.