

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



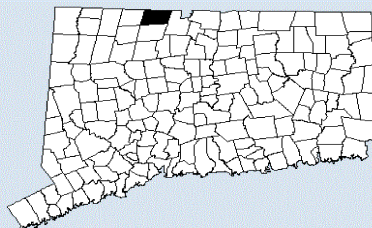
Hartland School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	189
Per Pupil Expenditures ¹	\$17,704
Total Expenditures ¹	\$4,071,990

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	85	45.0	48.4
Male	104	55.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	*	*	0.1
Two or More Races	*	*	2.9
White	171	90.5	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	24	12.7	35.9
Students with Disabilities ¹	30	15.9	14.3

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	0	0.0	*	*
Black or African American	0	*	*	*
Hispanic or Latino	0	*	0	*
White	*	*	6	3.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	0	0.0	*	*
District	*	*	9	4.7
State		9.9		6.7

Number of students in 2015-16 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	18.6
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	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.2

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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	23	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.7	9.6

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	12	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	28	82.4
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	8	3.1	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	14	5.4	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	8	3.1	1.8
All Disabilities	37	14.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,890,751	10,111	9,663
Instructional Supplies and Equipment	51,917	278	321
Improvement of Instruction and Educational Media Services	196,784	1,052	578
Student Support Services	408,653	2,185	1,103
Administration and Support Services	449,537	2,404	1,861
Plant Operation and Maintenance	262,488	1,404	1,637
Transportation	320,896	1,167	877
Costs of Students Tuitioned Out	336,647	N/A	N/A
Other	154,317	825	201
Total	4,071,990	17,704	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	394,993	42.0	5.8
Tuition to Other Schools	451,513	48.0	21.8
Special Ed. Transportation	89,335	9.5	8.5
Other Expenditures	4,500	0.5	14.7
Total Expenditures	940,341	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.2	70.2
State	28.0	28.0
Federal	1.7	1.7
Tuition & Other	0.2	0.2

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	*	*	*	*	*	*
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	115	77.1	114	68.1	33	64.2
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	125	76.3	124	66.9	36	63.8
Eligible for Free or Reduced-Price Meals	13	*	12	*	*	*
Not Eligible for Free or Reduced-Price Meals	112	78.1	112	68.5	31	66.2
Students with Disabilities	20	55.2	20	40.0	6	*
Students without Disabilities	105	80.3	104	72.1	30	66.1
High Needs	27	58.2	26	46.4	10	*
Non-High Needs	98	81.3	98	72.4	26	68.7
District	125	76.3	124	66.9	36	63.8

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			
Grade 4			
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	*	100.0	100.0	N/A	68	98.5
Curl Up	*	100.0	100.0	N/A	68	100.0
Push Up	*	91.3	96.3	N/A	68	94.1
Mile Run/PACER	*	87.0	96.3	N/A	68	94.1
All Tests - District	*	82.6	92.6	N/A	68	88.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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	76.3	75	50.0	50	100.0	67.1
	High Needs Students	58.2	75	38.8	50	77.6	55.9
Math Performance Index	All Students	66.9	75	44.6	50	89.2	62.2
	High Needs Students	46.4	75	30.9	50	61.8	50.5
Science Performance	All Students	63.8	75	42.6	50	85.1	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	67.3%	100%	67.3	100	67.3	55.4%
	High Needs Students	72.6%	100%	72.6	100	72.6	49.8%
Math Academic Growth	All Students	72.7%	100%	72.7	100	72.7	61.7%
	High Needs Students	54.0%	100%	54.0	100	54.0	53.7%
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	2.5%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 88.2%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				623.6	800	77.9	

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?					Y
ELA Performance Index Gap	75.0	58.2	16.8	16.7	
Math Performance Index Gap	72.4	46.4	26.0	18.7	
Science Performance Index Gap	68.7	N/A	.	16.6	
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	100.0
	High Needs Students	100.0
Science	All Students	97.4
	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: 50.2**

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. Each year we use a parent feedback survey to determine areas for improvement, particularly around school climate and communication. Further, we are focusing on building the skills and dispositions of engaged and responsible citizens in the school and local communities. We have established a Growth Mindset Committee to explore ways to foster a growth mindset in each child.

We have revised 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 eliminated other measures. We are growing our capacity to use data to drive instruction and to support students with personal goal setting. The data also supports us in screening for students needing interventions, for establishing learning targets for those interventions, and for monitoring progress.

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. Last year we significantly increased the number and quality of presentations for students on digital safety and other areas where young people are at risk. Programs for this year will again be tailored to the different developmental levels in our K-8 school.

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 and Social and Emotional Learning programs to focus on recognizing healthy and unhealthy choices and how they impact our physical, social and emotional health. 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 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.

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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 school of their choice.