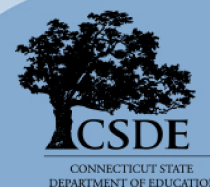


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



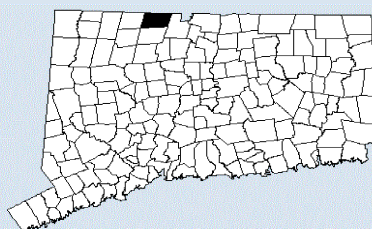
Hartland School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	145
Per Pupil Expenditures ¹	\$22,620
Total Expenditures ¹	\$5,519,362

¹ Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	63	43.4	48.4
Male	82	56.6	51.5
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	*	*	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	7.6	4.0
White	124	85.5	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	26	17.9	42.7
Students with Disabilities ³	32	22.1	16.3

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	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	17.6	0	0.0
Students with Disabilities	*	*	0	0.0
District	8	5.6	0	0.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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.

District Profile and Performance Report for School Year 2020-21

Hartland School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.5
Paraprofessional Instructional Assistants	4.3
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.5
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	8.5

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	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	0	0.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	22	100.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.3	7.3

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	N/A	N/A
Learning Disability	17	77.3
Other Health Impairment	9	*
Other Disabilities	0	0
Speech/Language Impairment	8	*
District	38	80.9
State		67.9

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).

District Profile and Performance Report for School Year 2020-21

Hartland School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	22	9.6	5.8
Other Health Impairment	11	4.8	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	10	4.4	1.9
All Disabilities	50	21.8	15.9

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	15	30.0	8.3
Private Schools or Other Settings	N/A	N/A	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,421,656	\$14,023	\$11,205
Support services - students	\$470,234	\$2,995	\$1,346
Support services - instruction	\$163,758	\$1,043	\$698
Support services - general administration	\$191,415	\$1,219	\$464
Support services - school based administration	\$254,719	\$1,622	\$1,037
Central and other support services	\$87,083	\$555	\$691
Operation and maintenance of plant	\$512,537	\$3,265	\$1,692
Student transportation services	\$285,861	\$1,270	\$1,159
Food services	.	.	\$21
Enterprise operations	\$132,100	\$841	\$151
Total	\$5,519,362	\$22,620	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$131	0.0	29.6
Instructional Aide Salaries	\$22,049	2.3	11.1
Other Salaries	.	.	9.5
Employee Benefits	\$1,687	0.2	13.5
Purchased Services Other Than Transportation	\$454,456	46.7	5.4
Special Education Tuition	\$468,382	48.1	22.5
Supplies	\$1,771	0.2	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$24,416	2.5	7.2
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$972,893	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.6	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	77.3
State	20.7
Federal	1.8
Tuition & Other	0.1

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 2020-21

Hartland School District

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Hartland School District

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	5.6%	<=5%	19.0%
	High Needs Students	14.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		.	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

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
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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Hartland School District

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 social emotional learning.

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 webpages, newsletters, fliers, phone calls, email, and email blasts. Parents are engaged with student learning through virtual Open House, Curriculum Night, and parent-teacher conferences. Virtual Writing Wall celebrations and cultural events were shared with parents and families as well. The PTO is very active and plans well-attended family activities throughout the year.

Hartland School created and maintained an attendance committee to monitor student engagement and attendance for both in person and remote learners. When students accumulate absences, letters are sent home and phone calls are made to alert parents, in an effort to increase attendance and develop a plan to support the student and family.

Monthly celebrations were created for staff and students in order to bring the school community "together" throughout the year. The activities allowed the whole school to focus on social emotional learning and making connections with each other.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Hartland School is a small Pre K-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.

District Profile and Performance Report for School Year 2020-21

Hartland School District

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. This year, information was sent to families regarding the different programs offered due to current restrictions.