

**STRATEGIC SCHOOL PROFILE 2012-13****New Hartford School District**

Philip B. O'Reilly, Superintendent

Location: 530 Main Street  
New Hartford,  
Connecticut

Telephone: (860) 379-8546

Website: [www.newhtfd.org](http://www.newhtfd.org)


---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Litchfield  
 Town Population in 2000: 6,088  
 1990-2000 Population Growth: 5.5%  
 Number of Public Schools: 3

Per Capita Income in 2000: \$30,429  
 Percent of Adults without a High School Diploma in 2000\*: N/A  
 Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%  
 District Enrollment as % of Estimated. Student Population: 92.8%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      565  
 5-Year Enrollment Change      -8.4%

**DISTRICT GRADE RANGE**

Grade Range      PK - 6

---

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	51	9.0	8.9	36.7
K-12 Students Who Are Not Fluent in English	5	0.9	0.8	5.8
Students Identified as Gifted and/or Talented*	1	0.2	4.8	3.8
PK-12 Students Receiving Special Education Services in District	57	10.1	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	66	93.0	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*100.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	6	1.1
Black	1	0.2
Hispanic	21	3.7
Pacific Islander	0	0.0
White	525	92.9
Two or more races	11	1.9
Total Minority	40	7.1

**Percent of Minority Professional Staff: 2.0%**

**Non-English Home Language:**

2.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The New Hartford Public Schools remain committed to providing rich educational opportunities for our students and teachers to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. Students in grades five and six learn Spanish with a focus on communication, cultures, and connections leaving grade six having completed the equivalent of a level one Spanish class. In addition to providing foreign language instruction and related cultural experiences to our students in grades five and six there is interdisciplinary, school-wide "Market Day" celebration. Children throughout our district participate in a number of off-site field trips that bring them into contact with children outside our rural community, as well as opportunities to explore global issues. For instance, children in grade 6 participate in a field trip to Ellis Island after studying immigration in the United States.

The District purchases curriculum materials that reflect a vast array of cultural perspectives. Students in grades 4 and 5 participate in an after school inter-district arts program with students in Torrington, Winsted, and several other surrounding districts. This educational and cultural exchange provides our students with the opportunity to learn with children from a variety of different socioeconomic and cultural backgrounds. Additionally, our PTO sponsors a variety of programs which help our children better understand cultural differences and traditions of people around the world. Members of the PTO work with teachers to insure curriculum integration.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.5	56.9	82.5
Writing	75.9	60.0	75.2
Mathematics	80.2	61.4	77.0
Grade 4 Reading	86.6	62.6	96.8
Writing	78.0	63.0	76.6
Mathematics	87.8	65.1	92.4
Grade 5 Reading	72.2	66.9	43.5
Writing	68.9	65.6	41.6
Mathematics	89.9	69.2	87.6
Science	78.9	62.3	66.5
Grade 6 Reading	94.3	73.3	95.8
Writing	84.1	65.1	80.6
Mathematics	88.6	67	86.3
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	66.7	51.1	85.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	N/A	N/A	N/A
2011-12 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	30.30
Paraprofessional Instructional Assistants	4.30
Special Education	
Teachers and Instructors	5.82
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	39.15

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.0	14.6	13.9
% with Master's Degree or Above	89.5	82.2	79.8

Average Class Size	District	DRG	State
Grade K	18.5	16.8	18.9
Grade 2	21.3	18.0	19.8
Grade 5	23.0	21.1	21.3
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	992	997	999
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.8	2.6	2.7
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$5,169	\$8,882	\$8,481	\$8,110	\$8,570
Instructional Supplies and Equipment	\$112	\$192	\$334	\$252	\$257
Improvement of Instruction and Educational Media Services	\$34	\$59	\$424	\$412	\$471
Student Support Services	\$277	\$475	\$998	\$954	\$950
Administration and Support Services	\$807	\$1,387	\$1,742	\$1,521	\$1,547
Plant Operation and Maintenance	\$772	\$1,327	\$1,277	\$1,417	\$1,459
Transportation	\$637	\$563	\$731	\$750	\$765
Costs for Students Tuitioned Out*	\$209	N/A	N/A	N/A	N/A
Other	\$18	\$31	\$106	\$184	\$170
<b>Total*</b>	<b>\$8,036</b>	<b>\$13,529</b>	<b>\$14,878</b>	<b>\$14,121</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$250	\$429	\$1,117	\$1,204	\$1,398

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$17,025 Tuition Costs, \$8,648.

Total town expenditures per pupil for PK-12 are \$15,026.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,090,197	26.0	21.3	21.8

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	75.0	21.5	3.5	0.0
Excluding School Construction	74.3	22.1	3.6	0.0

---

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


---

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The New Hartford Board of Education and the Superintendent of schools develop a pre-kindergarten through grade six district-wide budget that is carefully crafted to provide equitable resources throughout each of the three buildings. There are multiple intra-district committees throughout the town and the schools, such as the "Plant Facility Subcommittee" and the "Tech Leaders." These committees, comprised of members representing each of the three buildings, are committed to working together to provide materials, services, and other resources base on need. Each of the two primary schools has had extensive renovations and additions since 2000. The intermediate school continues to experience yearly upgrades to its infrastructure and grounds and more significant building improvements are planned for the future.

---

**SPECIAL EDUCATION**


---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	57
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	0	N/A	N/A	N/A
Learning Disability	14	2.5	4.1	4.0
Intellectual Disability	3	0.5	0.4	0.4
Emotional Disturbance	2	0.4	0.8	1.0
Speech Impairment	20	3.5	1.7	2.0
Other Health Impairment*	13	2.3	2.3	2.4
Other Disabilities**	5	0.9	0.7	1.0
<b>Total</b>	<b>57</b>	<b>10.0</b>	<b>11.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	N/A	N/A
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	36.4	34.5	82.4	69.2
	Writing	18.2	19.9	76.7	64.4
	Mathematics	39.4	29.0	86.8	65.5
	Science	45.5	21.3	78.9	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	15.8
	% With Accommodations	84.2
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		7.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	1.8
Private Schools or Other Settings	2	3.5

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	48	84.2	74.0	72.0
40.1 to 79.0 Percent of Time	7	12.3	19.1	16.4
0.0 to 40.0 Percent of Time	2	3.5	6.9	11.6

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The 4th Generation Connecticut Mastery Tests given in the spring of 2013 again revealed outstanding results on the part of our grade 3-6 students. More than 80% of our students are reaching Connecticut's highest standards and nearly 95% of them have attained a level of acceptable benchmark proficiency outlined in the No Child Left Behind Act. Our teachers continue to model and push for excellence in our students and these results demonstrate their commitment, dedication and considerable talent. In addition, consistent results throughout the grades and in every classroom demonstrate our commitment to provide all New Hartford children with a continuum instruction. All teachers work closely in grade-level or disciplinary-specific teams in order to develop the knowledge base that will support the self-sustaining professional learning concept as it pertains to teacher practice and specifically student assessment and learning. Our two elementary Curriculum Specialists work with teachers throughout the District to ensure that Connecticut's standards and frameworks are reflected in the day-to-day instruction and are attainable for all students. The considerable number of students who scored as "ADVANCED" in reading, writing and mathematics, as well as the number of children with special needs who reached mastery in each area, is also a testament to their fine work. They have done an exceptional job working alongside teachers to align our grade level curriculum with the state standards so that each teacher provides valuable and meaningful learning opportunities to each of our students. Our student population has declined in the last few years. Although there are some differences between grade levels, the student population at all three schools remains at about 530 students. We are able to provide special education instruction in the regular classroom setting for many of our children identified with special needs. We are also able to provide team teaching between regular and special education teachers in many classrooms as well. District wide initiatives have enhanced special education programming at the school level. Solid inclusionary practices, differentiated instruction, team teaching and tutor support all enable students to access special education services while participating in the regular education to the greatest extent possible. In addition, the implementation of a web-based IEP system will allow all district schools to establish a cohesive approach to the growth and improvement of special education programs and services. We continue to invest in technology equipment for both teachers and students with investments in presentation equipment, document cameras, and student response sets. Our Capital expenses include ongoing renovation projects at Ann Antolini School. It is the intent of the town that each of the schools remains a safe and responsive learning environment for all students and teachers. In the Spring of 2012, New Hartford teachers began an extensive effort toward transition teaching and learning to the Common Core State Standards with the following long-term objectives: 1) Build deep understanding of and commitment to the English Language Arts and Mathematics standards. 2) Develop capacity for all instructional staff for effective curricular, instructional, and assessment practices. 3) Prepare to successfully administer the Smarter Balance (SBAC) assessments and to use multiple and differentiated assessment results to promote progress monitoring for student intervention and academic acceleration. 4) Transform the role of the teacher, the students, the infrastructure, and the use of digital resources. 5) Create grade level and district wide curriculum maps with priority learning standards. 6) Increase our capacity for reflective, ongoing, and personalized professional learning characterized by enthusiasm, intellectual curiosity, a sense of collective responsibility, and faculty-encouraged innovation and risk taking.

---