

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

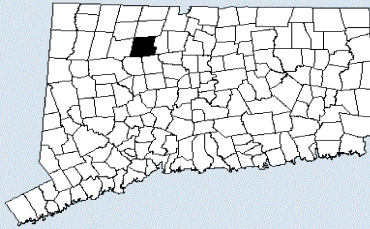


New Hartford School District

Dr. Philip O'reilly, Superintendent • 860-379-8546 • www.newhtfd.org

District Information

Grade Range	PK-6
Number of Schools	3
Enrollment	545
Per Pupil Expenditures ¹	\$14,294
Total Expenditures ¹	\$8,262,127

¹Expenditure 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	282	51.7	48.3
Male	263	48.3	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	19	3.5	21.2
Pacific Islander	0	0.0	0.0
White	504	92.5	58.4
Two or More Races	12	2.2	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	50	9.2	37.3
Students with Disabilities ¹	60	11.0	12.8

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	19	6.9	*	*
Male	10	3.9	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	24	4.9	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	29	5.5	7	1.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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	33.8
Paraprofessional Instructional Assistants	5.1
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	12.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	2.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	37.7

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	1.9	3.6
Native American	0	0	0.1
White	51	98.1	91.7

Classes Taught by Highly Qualified Teachers²

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

²Core 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	5.9	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	41	78.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	17	3.2	4.2
Other Health Impairment	10	1.9	2.5
Other Disabilities	6	1.1	1.0
Speech/Language Impairment	16	3.0	1.9
All Disabilities	53	9.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,147,246	9,110	8,769
Instructional Supplies and Equipment	93,731	166	275
Improvement of Instruction and Educational Media Services	59,517	105	487
Student Support Services	329,407	583	965
Administration and Support Services	760,863	1,347	1,600
Plant Operation and Maintenance	982,113	1,738	1,472
Transportation	665,476	595	786
Costs of Students Tuitioned Out	223,774	N/A	N/A
Other	0	0	178
Total	8,262,127	14,294	14,642

Additional Expenditures

Land, Buildings, and Debt Service	242,650	429	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	854,697	39.4	35.6
Noncertified Personnel	371,303	17.1	14.5
Purchased Services	74,681	3.4	5.0
Tuition to Other Schools	223,774	10.3	21.4
Special Ed. Transportation	152,604	7.0	8.5
Other Expenditures	490,755	22.6	14.9
Total Expenditures	2,167,814	100.0	100.0
PK-12 Expenditures Used for Special Education		26.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.8	76.1
State	21.0	21.6
Federal	2.2	2.3
Tuition & Other	0.0	0.0

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

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. 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	85.0	85.7	87.5	86.0	.	.	.	.
Students with Disabilities	64.4	60.0	61.4	58.0	.	.	.	.
High Needs	76.4	72.5	75.1	74.0	.	.	.	.
District	91.8	92.4	93.0	90.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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%

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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	84.8	73.3	N/A	165	78.8
Curl Up	98.7	90.7	N/A	165	94.5
Push Up	79.7	70.9	N/A	165	75.2
Mile Run/PACER	98.7	95.3	N/A	165	97.0
All Tests - District	64.6	57.0	N/A	165	60.6
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

In recent years, New Hartford has focused on transitioning to the Common Core State Standards. We seek to develop a deep understanding of and commitment to the English Language Arts and Mathematics standards and prepare all instructional staff for effective curricular, instructional, and assessment practices. The teachers work closely in grade-level and discipline-specific teams to develop the knowledge base to support professional learning and reflective teaching practices. The focus is on implementing effective instructional practices to support improved student learning. Our Curriculum Director works with our teachers throughout the district to ensure that the CCSS are implemented in day-to-day instruction through meaningful learning opportunities, resulting in increased student understanding. We regularly review our curriculum to ensure alignment with the most current standards and frameworks in all curricular areas. Through our work with curriculum and instruction, we incorporate varied teaching approaches and differentiated learning activities to provide support and challenge to students of all academic needs and levels. We deliver the majority of our special education instruction in the regular classroom for our children identified with special needs. These inclusionary practices, along with differentiated instruction, team teaching, and tutor support, enable students to access special education services while participating in regular education to the greatest extent possible.

It is essential for children to attend school consistently to maximize learning. While truancy is not a major issue in New Hartford, we do have a school attendance policy that is aligned with Connecticut law. We share our policy with parents annually, and follow steps to ensure that students are attending school on a regular basis. Our efforts include letters home, parent meetings, and seeking support from outside agencies when necessary.

We value parents as partners in our schools. There are several methods in place for keeping parents informed about what is happening in the schools. We use the district website, email, and an electronic Friday Folder on a regular basis. Additionally, many teachers use Twitter to share timely information about classroom learning activities. These efforts provide multiple vehicles for parents to stay informed about what is happening in the schools. Parents also have many opportunities to be involved with school improvement efforts, including participation on the Wellness Committee, School Climate Committees, and the PTO. We seek input from parents annually through a parent survey. The results of this survey are used in part to develop school improvement plans.

Parents are also able to support student learning at home in many ways. Several of the online learning programs that we use to support learning in math and reading can be accessed at home. The majority of our students have access to computers at home; however, we also share instructional strategies that are not technology dependent with parents to help support learning at home. This includes information about how to effectively promote independent reading, ways to practice reading fluency and improve comprehension, and math strategies. We share this information throughout the school year at Open House and parent-teacher conferences and on teacher web pages.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Hartford Public Schools works to reduce racial, ethnic, and economic isolation through our core curriculum and through enrichment activities. Our students experience and appreciate a variety of multi-cultural music, artwork and literature. The District purchases curriculum materials that reflect a vast array of cultural perspectives. 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 ensure curriculum integration. Our social studies curriculum incorporates content about Native Americans and immigration throughout the years, emphasizing the diversity that makes the United States so extraordinary. All fifth and sixth grade students take Spanish, as well. The approach to teaching Spanish at this level focuses on the culture and traditions of various Spanish-speaking countries. The multi-dimensional methodology allows students to experience food and customs that may be very different from their own. In addition to providing foreign language instruction and related cultural experiences to our students, there is an interdisciplinary, school-wide "Market Day" celebration. Our students also organize events that raise money for charities and collect food for our local food bank. This year our students connected with an orphanage in Liberia providing our students with the opportunity to be global humanitarians. The children reached out, providing food, clothing, toiletry items, seeds and toys. Through this extended project, our students gained a global perspective on racial, ethnic and economic differences, and also came to understand how they could help people, even beyond their own little community. Children throughout our district participate in a number of off-site field trips that bring them into contact with children outside a rural community, as well as opportunities to explore global issues. For example, children in grade 6 participate in a field trip to Ellis Island after studying immigration in the United States.

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Equitable Allocation of Resources among District Schools

The New Hartford Board of Education and the Superintendent of Schools develop a pre-kindergarten through grade 6 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 Facility Subcommittee, Technology Committee, Teacher Evaluation and Professional Development Committee and the Curriculum Committee. These committees, comprised of members representing each of the three buildings, are committed to working together to provide materials, services, and other resources based on need. The schools continue to experience yearly upgrades to their infrastructure and grounds and more significant building improvements are planned for the future. All three of the schools had extensive security upgrades over the last year. Each building had new exterior doors and locks, and cameras and card readers installed, as well as other security features. Within the district opportunities for grant funding are explored and pursued. We have received grant funding for technology, a school playground, as well as curriculum and enrichment activities.