

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



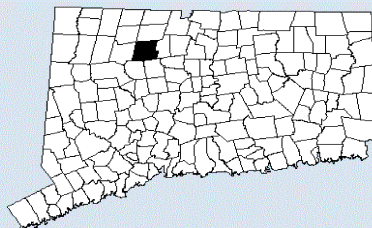
New Hartford School District

Mr. Brian Murphy, Superintendent • 860-379-8546 • <http://www.newhrtfd.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	446
Per Pupil Expenditures ¹	\$16,691
Total Expenditures ¹	\$8,061,752

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	216	48.4	48.4
Male	230	51.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	9	2.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	14	3.1	3.6
White	415	93.0	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	80	17.9	42.1
Students with Disabilities ³	49	11.0	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	14	6.6	0	0.0
Male	14	6.4	9	3.7
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	25	6.3	9	2.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	12.5	*	*
Students with Disabilities	7	12.5	*	*
District	28	6.5	9	1.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This 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 2018-19

New Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	30.7
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	14.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	2.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	30.5

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	2.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	45	97.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	15	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	35	81.4
State		67.6

³This 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 2018-19

New Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	4.2	5.5
Other Health Impairment	7	1.6	3.2
Other Disabilities	6	1.3	1.1
Speech/Language Impairment	13	2.9	1.8
All Disabilities	50	11.2	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,518,679	\$11,426	\$10,545
Support services - students	\$119,908	\$263	\$1,373
Support services - instruction	\$209,170	\$459	\$644
Support services - general administration	\$352,307	\$773	\$462
Support services - school based administration	\$407,462	\$894	\$1,007
Central and other support services	\$28,619	\$63	\$671
Operation and maintenance of plant	\$798,141	\$1,750	\$1,629
Student transportation services	\$623,595	\$1,359	\$1,231
Food services	\$3,871	\$8	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$8,061,752	\$16,691	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$805,307	44.6	29.7
Instructional Aide Salaries	\$384,031	21.3	9.6
Other Salaries	\$40,729	2.3	10.4
Employee Benefits	\$263,536	14.6	13.0
Purchased Services Other Than Transportation	\$104,960	5.8	5.5
Special Education Tuition	\$127,724	7.1	22.6
Supplies	\$6,633	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$68,787	3.8	8.0
Equipment	\$1,650	0.1	0.2
All Other Expenditures	\$380	0.0	0.1
Total	\$1,803,737	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	80.9
State	16.2
Federal	2.4
Tuition & Other	0.5

⁴Revenue 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 2018-19

New Hartford 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	241	75.0	241	69.2	52	65.5
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	258	74.8	258	68.6	57	64.5
Eligible for Free or Reduced-Price Meals	43	68.1	43	62.6	11	*
Not Eligible for Free or Reduced-Price Meals	215	76.2	215	69.8	46	65.8
Students with Disabilities	33	56.0	33	48.7	*	*
Students without Disabilities	225	77.6	225	71.5	*	*
High Needs	66	63.7	66	57.5	14	*
Non-High Needs	192	78.6	192	72.4	43	67.2
District	258	74.8	258	68.6	57	64.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	79.2	69.6	N/A	N/A	132	73.5
Curl Up	90.6	88.6	N/A	N/A	132	89.4
Push Up	58.5	69.6	N/A	N/A	132	65.2
Mile Run/PACER	94.3	93.7	N/A	N/A	132	93.9
All Tests - District	43.4	51.9	N/A	N/A	132	48.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

New Hartford 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.8	75	49.9	50	99.8	67.7
	High Needs Students	63.7	75	42.5	50	85.0	58.1
Math Performance Index	All Students	68.6	75	45.7	50	91.5	63.1
	High Needs Students	57.5	75	38.4	50	76.7	52.7
Science Performance Index	All Students	64.5	75	43.0	50	86.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	63.2%	100%	63.2	100	63.2	59.9%
	High Needs Students	50.3%	100%	50.3	100	50.3	55.1%
Math Academic Growth	All Students	62.3%	100%	62.3	100	62.3	62.5%
	High Needs Students	59.9%	100%	59.9	100	59.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.0	10.4%
	High Needs Students	10.7%	<=5%	38.5	50	77.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.2% 48.5%	75%	32.3	50	64.6	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				573.1	800	71.6	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.7	11.3	15.4	
Math Performance Index Gap	72.4	57.5	14.9	17.6	
Science Performance Index Gap	67.2	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.2
	High Needs Students	98.5
Math	All Students	99.2
	High Needs Students	98.5
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

New Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The New Hartford Public Schools continue to utilize School Improvement Plans for each school. The district's focus is always centered on continuous improvement in the areas of improved student achievement, school climate and expanded technology based learning opportunities for students. The School Improvement Plans identify specific action plans for each one of these district goals. The New Hartford Public Schools have made significant gains in these areas.

The district expanded its special education programs over the last two years to meet the needs of every learner. A new inclusionary program for students identified with autism was developed in the primary schools. This program allowed students to remain in district with their peers. A Unified Sports program was implemented in the entire district that allowed identified and non-identified students to participate in athletic activities. This program was expanded to regional elementary school districts. The school district also hired new math interventionists for the primary schools and the intermediate school. The interventionists will work with students who need supplemental math instruction in small groups.

The district continues to develop initiatives to prevent truancy. The New Hartford Public Schools belong to the Torrington Judicial Truancy Commission that is comprised of school districts across Litchfield County. The Truancy Commission meets regularly to devise creative programs to combat truancy in the area. In addition, the district's Attendance Committee comprised of various stakeholders across the district review the number of students who are truant. The committee develops intervention plans that have been successful in improving the daily attendance rate in the district.

The New Hartford Public Schools promote many opportunities for parents to engage in their child's learning. The district has offered many "Curriculum Nights" over the last several years to increase parent involvement in the schools. A "Readers' Workshop" night was held this past school year to inform parents on how English/Language Arts curriculum standards would be updated. Parents learned how students would learn in small groups based on their child's reading proficiency. The district also implemented an "Internet Safety Night" to educate parents on how complex Social Media can be. The night was led by a former police officer. In addition to the parent presentation, a student presentation was held for the entire district. The district's goal is to be proactive in helping students and parents make the best possible decisions.

The district uses many different platforms to engage parents. The district updated its website, utilizes Twitter and Facebook to inform parents on the learning activities in the district. The district's PTO used Facebook Live to improve communication with every stakeholder in the district. The Superintendent of Schools utilizes "Open Houses" and newsletters to communicate the mission of the district to community stakeholders. Parents also continue to serve on School Climate, Wellness, and many other committees in the district.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Hartford Public Schools continue to work to reduce racial, ethnic, and economic isolation through our core curriculum and thorough enrichment activities. Our students experience and appreciate a variety of multicultural music, art, and literature. The district's curriculum materials encompasses the rich cultures of our country and world. The New Hartford Public Schools made a concerted effort this past school year to update our content area and special area curricula. These curriculum revisions are aligned with the state and national standards that embrace the rich diversity of our country. The district continues to offer a Spanish Language and Cultural Program to every student in 5th and 6th grade. Students learn conversational Spanish through immersion. Students also learn about the rich history of Spanish speaking countries.

The New Hartford Public Schools continue to offer enrichment classes to students in our intermediate school. The enrichment classes offer an eclectic education to every student. Students learn about the history of various cultures through history and culinary experiences.

The district started New Hartford "historical talks" this past school year. The town historian spoke with students about the first settlers in New Hartford. The students learned how people from different backgrounds began their families in town. Students learned how people from various socio-economic backgrounds learned to live peacefully together.

The New Hartford Public Schools continue to participate in the state of Connecticut's Magnet School program. There are several students from New Hartford that participate in the program. Students successfully make the transition to the CREC Magnet Schools and back to our district.

The district partnered with Goodwin College to enhance our STEAM program. Goodwin College allowed the district to use a mobile lab to highlight all of the high technology manufacturing jobs that are available to students. The district is planning to strengthen our partnership with Goodwin College next school year.

The district continues to promote diversity through our Art curriculum. Students learn different cultures in the world through projects and various art works. Students demonstrate their deep understanding of art.

District Profile and Performance Report for School Year 2018-19

New Hartford School District

Equitable Allocation of Resources among District Schools

The New Hartford Public Schools develop a budget for the Pre-Kindergarten through grade 6 students. The carefully crafted budget provides equitable resources throughout the district. The goal of the district is to ensure that the learning needs of every student is met. The district implemented two new special education programs, STEAM, and expanded our Talented and Gifted program.

There are multiple committees formed that ensure each school receives an equitable share of resources. The committees include Capital Planning, School Clime, School Leadership Teams, Professional Development Evaluation Curriculum, Wellness, and Personnel committees. All of these committees provide valuable input to the budget development process. Every stakeholder on the committee is given an opportunity to provide input on the budget process.

The district will continue to analyze the Strategic Plan and School Improvement Plans to identify goals and priorities for the district.