

STRATEGIC SCHOOL PROFILE 2007-08**New Hartford School District**

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Location: 530 Main Street
New Hartford,
Connecticut

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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.

COMMUNITY DATA

County: Litchfield	Per Capita Income in 2000: \$30,429
Town Population in 2000: 6,088	Percent of Adults without a High School Diploma in 2000*: 12.6%
1990-2000 Population Growth: 5.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 93.4%

*To view the Adult Education Program Profiles online, go to 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, 2007 617
5-Year Enrollment Change -5.4%

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	29	4.7	4.7	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.4
Students Identified as Gifted and/or Talented*	3	0.5	3.8	4.0
PK-12 Students Receiving Special Education Services in District	65	10.5	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	97.5	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	0	N/A	N/A	N/A

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	0.3
Black	0	0.0
Hispanic	2	0.3
White	613	99.4
Total Minority	4	0.6

Percent of Minority Professional Staff: 1.7%

Non-English Home Language: 0.2% 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 1.

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 economical backgrounds. Children throughout our district participate in a number of off-site field trips that bring them into contact with children outside our rural community. The District purchases curriculum materials that reflect a vast array of cultural perspectives. In addition, we provide foreign language instruction and related cultural experiences to our students in grades three through six. Additionally, our PTO sponsors a variety of programs which help our children better understand cultural differences and traditions of people around the world.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.3	52.0	98.8
Writing	85.4	63.4	95.7
Mathematics	90.6	60.0	100.0
Grade 4 Reading	75.9	55.9	84.2
Writing	72.4	62.9	58.5
Mathematics	79.3	60.3	81.1
Grade 5 Reading	84.9	62.2	89.5
Writing	82.2	64.5	80.2
Mathematics	90.4	65.9	95.1
Science	80.8	54.9	88.3
Grade 6 Reading	88.8	66.3	92.9
Writing	70.8	61.9	59.5
Mathematics	88.8	66.4	91.1
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.

To see the NCLB Report Card for this school, go to 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 scoreable 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.

To see the NCLB Report Card for this school, go to 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
	13.5	36.1	3.7

SAT® I: Reasoning Test Class of 2007		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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 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 District Staff	
General Education	
Teachers and Instructors	39.00
Paraprofessional Instructional Assistants	9.59
Special Education	
Teachers and Instructors	5.80
Paraprofessional Instructional Assistants	13.83
Library/Media Specialists and Assistants	2.66
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	18.93

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	15.1	14.3	13.6
% with Master's Degree or Above	66.0	75.5	75.6

Average Class Size	District	DRG	State
Grade K	16.6	17.1	18.1
Grade 2	17.0	18.6	19.3
Grade 5	18.3	20.4	20.9
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	983	993	987
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*	3.3	3.3	3.4
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, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$4,153	\$6,720	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$158	\$255	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$49	\$79	\$219	\$395	\$429
Student Support Services	\$375	\$608	\$732	\$713	\$761
Administration and Support Services	\$728	\$1,178	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$959	\$1,552	\$1,146	\$1,295	\$1,322
Transportation	\$564	\$486	\$575	\$605	\$601
Costs for Students Tuitioned Out*	\$114	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$130	\$145
Total*	\$7,099	\$11,488	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,583	\$2,561	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$14,650; Tuition Costs, \$7,014.

Total town expenditures per pupil for PK-12 are \$12,651.

Special Education Expenditures	
Total Expenditures	\$1,377,800
Percent of Total PK-12 Expenditures Used for Special Education	19.4%

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	74.5	23.5	1.9	0.1
Excluding School Construction	74.2	23.3	2.3	0.2

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 developed 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", the "Tech Leaders," and the "Strategic Planning Team." These committees, comprised of member representing each of the three buildings, are committed to working together to provide materials, services, and other resources based 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	53
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	1	0.2	0.8	0.7
Learning Disability	23	3.9	4.1	4.0
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	1	0.2	0.7	1.0
Speech Impairment	24	4.0	2.2	2.4
Other Health Impairment*	1	0.2	1.9	2.1
Other Disabilities**	3	0.5	0.6	0.9
Total	53	8.9	10.7	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	2.8

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	38.2	20.4	83.2	62.1
	Writing	35.3	19.3	77.7	63.0
	Mathematics	50.0	22.6	87.2	62.7
	Science	N/A	N/A	80.8	56.8
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. To see the NCLB Report Card for this school, go to 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	25.0
	% With Accommodations	75.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		5.6

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	0	0.0
Private Schools or Other Settings	1	1.9

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	46	86.8	71.7	71.6
40.1 to 79.0 Percent of Time	5	9.4	21.8	16.6
0.0 to 40.0 Percent of Time	2	3.8	6.5	11.8

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 2007 again revealed outstanding results on the part of our grade three through grade six students. Our students, more than 80% of them are reaching Connecticut's highest standards and nearly 95% of them (19 out of every 20 students) 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, like past results, demonstrate their commitment, dedication and considerable talent. In addition, consistent results throughout the grades and in every classroom demonstrate our commitment to providing all New Hartford children with a continuum of instruction.

Our 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 continues to remain steady. Although there are some differences between grade levels, the student population at all three schools remained at about 618 students throughout the school year. A 3.19% budget increase was proposed and approved at the May 2008 referendum. This budget supported a new special education teacher for Ann Antolini School. There is no one special education teacher for each of the four grade level teams at the school. As a result, we are able to provide special education instruction in the regular classroom setting, and we are able to provide team teaching as well. 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 Expenditures increased significantly as the Town of New Hartford supported several renovation projects at Ann Antolini School including asbestos abatement and carpeting/tiling replacements. It is the intent of the town that each of the schools remains a safe and responsive learning environment for all students and teachers.

After a Strategic Plan for the school district was completed in 2007, we continued to implement various strategies of the plan each year. In addition, a comprehensive, three-year district-wide goal continues in year two throughout the 2008-2009 school year. This goal, focusing on math instruction, addresses a district implementation of a new curriculum aligned with the Connecticut Frameworks, brand new math resources, including new text books, a full range of formative and summative assessments, and the implementation of a data management system to measure student growth longitudinally.
