

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

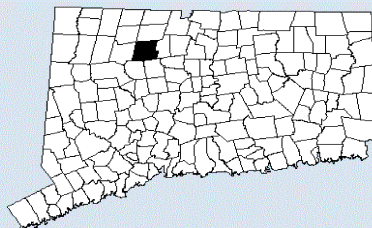


New Hartford School District

Dr. Paul Smotas, Superintendent • 860-379-8546 • www.newhrtfd.org

District Information

Grade Range	PK-6
Number of Schools/Programs	4
Enrollment	506
Per Pupil Expenditures ¹	\$14,761
Total Expenditures ¹	\$8,295,819

¹Expenditure data reflect the 2013-14 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	267	52.8	48.3
Male	239	47.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	11	2.2	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	16	3.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	14	2.8	2.5
White	465	91.9	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	43	8.5	37.6
Students with Disabilities ¹	59	11.7	13.3

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	6	2.4	*	*
Male	7	3.0	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	11	2.4	7	1.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	13	2.7	7	1.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 2

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	32.0
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	5.8
Paraprofessional Instructional Assistants	18.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	38.3

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	46	97.9	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	9.2

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	85.0
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	38	74.5
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	20	4.0	4.4
Other Health Impairment	10	2.0	2.6
Other Disabilities	6	1.2	1.0
Speech/Language Impairment	11	2.2	1.9
All Disabilities	53	10.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,140,668	9,450	9,134
Instructional Supplies and Equipment	140,081	258	334
Improvement of Instruction and Educational Media Services	83,498	153	498
Student Support Services	336,411	618	1,001
Administration and Support Services	801,144	1,473	1,694
Plant Operation and Maintenance	965,027	1,774	1,572
Transportation	648,900	587	813
Costs of Students Tuitioned Out	176,225	N/A	N/A
Other	3,865	7	186
Total	8,295,819	14,761	15,289

Additional Expenditures

Land, Buildings, and Debt Service	235,172	432	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	800,004	38.5	35.1
Noncertified Personnel	309,784	14.9	14.2
Purchased Services	170,255	8.2	5.2
Tuition to Other Schools	176,225	8.5	22.0
Special Ed. Transportation	139,616	6.7	8.6
Other Expenditures	483,576	23.3	14.9
Total Expenditures	2,079,460	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.5	75.8
State	21.2	21.8
Federal	1.9	2.0
Tuition & Other	0.4	0.4

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 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	*	*	*	*	N/A	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	9	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	278	76.9	273	67.8	76	67.7
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	79	67.3
Eligible for Free or Reduced-Price Meals	27	64.5	27	56.1	*	*
Not Eligible for Free or Reduced-Price Meals	272	77.8	267	68.7	*	*
Students with Disabilities	49	57.7	49	49.9	11	*
Students without Disabilities	250	80.3	245	71.1	68	68.8
High Needs	68	62.1	68	54.1	15	*
Non-High Needs	231	80.9	226	71.6	64	69.1
District	299	76.6	294	67.6	79	67.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.1	75.3	N/A	N/A	149	83.9
Curl Up	97.1	85.2	N/A	N/A	149	90.6
Push Up	79.4	80.2	N/A	N/A	149	79.9
Mile Run/PACER	95.6	97.5	N/A	N/A	149	96.6
All Tests - District	70.6	65.4	N/A	N/A	149	67.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.6	75	100.0	100	100.0	67.9
	High Needs Students	62.1	75	82.8	100	82.8	56.7
Math Performance Index	All Students	67.6	75	90.1	100	90.1	59.3
	High Needs Students	54.1	75	72.1	100	72.1	47.8
Science Performance Index	All Students	67.3	75	89.7	100	89.7	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	4.0%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% 67.8%	75%	45.2	50	90.4	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				579.8	650	89.2	

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	62.1	12.9	17.3	
Math Performance Index Gap	71.6	54.1	17.5	19.6	
Science Performance Index Gap	69.1	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.1
	High Needs Students	95.8
Math	All Students	94.5
	High Needs Students	95.8
Science	All Students	100.0
	High Needs Students	.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 53.2

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 to deliver new curricular initiatives. These initiatives include the Writers' Workshop program, and the new math "Investigations" program. Also the Districts' report cards have been updated to include a standards based approach to our evaluation system. We regularly review our curriculum to ensure alignment with the most current standards and frameworks. 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 Ho

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 multicultural 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" and "Peace Day" celebrations. 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 our 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 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 Facility Subcommittee, Technology Committee, Teacher Evaluation and Professional Development Committee, Wellness Committee, PDEC Committee, School Climate Committee, and the Curriculum Committee. These committees, comprised of members representing each of the three buildings, are committed to working together. 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.