

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



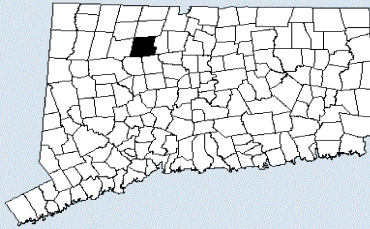
New Hartford School District

Mr. Brian Murphy, Superintendent • 860-379-8546 • www.newhtfd.org

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	470
Per Pupil Expenditures ¹	\$15,754
Total Expenditures ¹	\$8,349,845

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	243	51.7	48.3
Male	227	48.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	14	3.0	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	9	1.9	2.7
White	437	93.0	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	51	10.9	38.0
Students with Disabilities ¹	60	12.8	13.7

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	8 3.3	0 0.0
Male	9 4.0	* *
Black or African American	0 *	* *
Hispanic or Latino	0 *	0 *
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	* *	0 0.0
Students with Disabilities	6 9.5	* *
District	17 3.6	* *
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 7

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2015-16

New Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.2
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	4.5
Paraprofessional Instructional Assistants	12.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
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	36.6

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	0.1
White	46	97.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.4

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	22	95.7
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	8	*
District	43	86.0
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

New Hartford School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	*	1.6
Emotional Disturbance	*	1.0
Intellectual Disability	*	0.5
Learning Disability	23	4.6
Other Health Impairment	11	2.8
Other Disabilities	*	1.0
Speech/Language Impairment	12	1.9
All Disabilities	56	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,036,859	9,994	9,387
Instructional Supplies and Equipment	120,998	240	318
Improvement of Instruction and Educational Media Services	69,802	138	541
Student Support Services	335,388	665	1,048
Administration and Support Services	734,752	1,458	1,790
Plant Operation and Maintenance	948,550	1,882	1,608
Transportation	653,529	617	845
Costs of Students Tuitioned Out	436,576	N/A	N/A
Other	13,391	27	194
Total	8,349,845	15,754	15,762

Additional Expenditures

Land, Buildings, and Debt Service	129,771	257	1,524
-----------------------------------	---------	-----	-------

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

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	755,720	34.5
Noncertified Personnel	349,768	16.0
Purchased Services	161,310	7.4
Tuition to Other Schools	346,391	15.8
Special Ed. Transportation	124,081	5.7
Other Expenditures	453,343	20.7
Total Expenditures	2,190,613	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.2	76.8
State	21.2	21.5
Federal	1.6	1.6
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2015-16

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	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	9	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	261	77.5	261	67.4	61	64.1
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	283	77.0	283	67.0	68	63.4
Eligible for Free or Reduced-Price Meals	26	73.2	26	62.6	8	*
Not Eligible for Free or Reduced-Price Meals	257	77.4	257	67.5	60	63.7
Students with Disabilities	41	58.2	41	51.4	11	*
Students without Disabilities	242	80.2	242	69.7	57	65.3
High Needs	65	65.1	65	56.6	17	*
Non-High Needs	218	80.6	218	70.1	51	65.6
District	283	77.0	283	67.0	68	63.4

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	79.7	71.8	N/A	N/A	147	75.5
Curl Up	97.1	91.0	N/A	N/A	147	93.9
Push Up	69.6	83.3	N/A	N/A	147	76.9
Mile Run/PACER	95.7	97.4	N/A	N/A	147	96.6
All Tests - District	60.9	59.0	N/A	N/A	147	59.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

New Hartford School District

Next Generation Accountability Results

These statistics are the 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	77.0	75	50.0	50	100.0	67.7
	High Needs Students	65.1	75	43.4	50	86.8	56.7
Math Performance Index	All Students	67.0	75	44.7	50	89.3	61.4
	High Needs Students	56.6	75	37.7	50	75.4	49.9
Science Performance Index	All Students	63.4	75	42.2	50	84.5	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	66.4%	100%	66.4	100	66.4	63.8%
	High Needs Students	61.5%	100%	61.5	100	61.5	58.3%
Math Academic Growth	All Students	56.8%	100%	56.8	100	56.8	65.0%
	High Needs Students	53.9%	100%	53.9	100	53.9	57.4%
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.2%	<=5%	43.6	50	87.3	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.1% 59.9%	75%	39.9	50	79.8	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				590.2	800	73.8	

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	65.1	9.9	16.5	
Math Performance Index Gap	70.1	56.6	13.6	18.9	
Science Performance Index Gap	65.6	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), 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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.0
	High Needs Students	91.8
Math	All Students	96.0
	High Needs Students	91.8
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

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: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

New Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

. The New Hartford Public Schools developed School Improvement Plans for each school. These plans focus on improving . teaching and learning in every one of our schools. We developed measurable targeted goals for student achievement and . school climate. These goals were developed through stakeholder feedback. We have developed many curriculum . initiatives that will improve student achievement. We continue to align our curriculum to the Common Core Standards.

We are in the second year of our new math program. (Investigations) We are observing students learn in dynamic new. ways. This inquiry based program allows students to learn in a student centered environment. We also have updated our Report Cards to reflect a standards based approach to our curriculum. We involved parents in this process. We scheduled forums for parents to provide feedback. This meaningful feedback was instrumental in aligning our Report Cards to the Common Core Standards.

One of our goals is to improve educational programs for students with disabilities. We deliver a majority of our instruction in a mainstream classroom for students 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. We trained every one of our staff members on how to identify students who may show signs of Dyslexia. We also developed a new reading assessment (Dibbles) for the primary grades that will help us inform our instruction. These assessments will allow us to customize our instruction to meet the needs of all of our students. We have also trained additional staff in the method of Orton Gillingham. This innovative reading program meets the needs of the most challenged readers.

It is essential for children to attend school consistently to maximize learning. We have updated our attendance policy over the last several years to meet the state's Department of Education's new policies on truancy. We have developed a district wide attendance team that reviews student attendance and analyzes the reasons why students are absent from school. We have developed strong relationships with community outreach programs that aid our district with students who are chronically absent. Our efforts have been fruitful based on our low daily absentee rate.

We value parents as partners in our schools. We created learning opportunities at home for students through technology based programs. There are several methods in place for keeping parents engaged about what is happening in our schools. We use the district website, email, and an electronic Friday Folder every Friday. This weekly Friday Folder informs parents about the activities that are taking place in the school. In addition to a school website, every teacher has their own website as well. These websites keep the parents informed on the content that is being learned in the classroom every day. Additionally, many teachers use Twitter to share timely information about classroom learning activities. Parents also have opportunities to be involved in School Improvement planning. Parents participate on School Climate and Improvement Committees, Wellness Committees and the PTO.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Hartford Public Schools work to reduce racial, ethnic, and economic isolation through our core curriculum and through our enrichment activities. Our students experience and appreciate a variety of multicultural music, artwork, and literature. . Our curriculum materials encompass the vast rich cultures of our country and world. We are in the embryonic stages of updating our Social Studies curriculum. One of our goals is to develop a multi-cultural global curriculum that allows students to learn about historical figures from all backgrounds. Specifically, our Social Studies curriculum incorporates content about Native Americans and immigration. In addition, all of our grade five and six students learn Spanish throughout the school year. The approach to teaching Spanish at this level focuses on conversational Spanish, culture and traditions of various Spanish-speaking countries. . Over the last several years we developed a "Peace Day" celebration. This program allowed our students to learn in an interdisciplinary manner that focused on many cultures from all over the world. Students learned in a "hands on" manner on the importance of a multi-cultural approach to learning. . Over the last several years more of our students have attended the interdistrict CREC magnet schools. These themed based schools have become more popular with our students. We had 17 New Hartford students attend these magnet schools for the 2015-2016 school year. This is one of our highest totals that we have recorded. . We have increased our technology based learning opportunities for students. We offer learning based opportunities through the internet. Our students are learning with and from students from all over the world through our technology platforms. . Our students will continue to gain a broader global perspective from various trips and experiences. Our students will visit the Native American Museum, and Ellis Island in New York City. These experiences will allow our students to gain a broader perspective on racial, ethnic, and economic differences.

District Profile and Performance Report for School Year 2015-16

New Hartford School District

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 the district. In addition, we have added a full day Pre-K pilot program for 4 year olds. This program has been a huge success this school year. We currently have a waiting list for this program. We are looking to permanently add this program for next school year.

There are multiple intra-district committees throughout the district that help ensure that each school receives an equitable share. These committees include the Facility, Technology, PDEC, Wellness, School Climate, Enrollment Projection, and Personnel and Safety committees. These committees are comprised of many stakeholders in the community. The district is committed to yearly upgrades through our Capital Plan for each school. Over the last several years, the town has committed significant monetary resources to ensure equity in every school. We also just completed a two year building project at Antolini School. These upgrades include a new roof, new windows, HVAC, and ADA compliance project.