

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



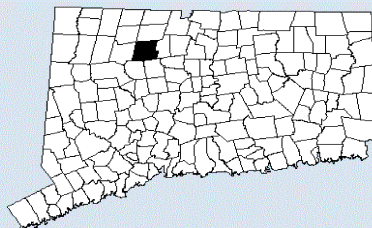
New Hartford School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	444
Per Pupil Expenditures ¹	\$16,887
Total Expenditures ¹	\$8,359,200

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	229	51.6	48.4
Male	215	48.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	1.6	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	11	2.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	10	2.3	2.9
White	416	93.7	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	49	11.0	35.9
Students with Disabilities ¹	57	12.8	14.3

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	2.7	0	0.0
Male	7	3.4	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	10	2.5	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
District	13	3.0	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 12

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.7
Paraprofessional Instructional Assistants	7.4
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.1
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	34.3

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	3.6
Hispanic or Latino	1	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	46	97.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.9	9.6

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	38	80.9
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	20	4.5	4.9
Other Health Impairment	12	2.7	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	2.2	1.8
All Disabilities	50	11.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,983,421	10,603	9,663
Instructional Supplies and Equipment	90,895	193	321
Improvement of Instruction and Educational Media Services	66,066	141	578
Student Support Services	322,620	686	1,103
Administration and Support Services	886,648	1,886	1,861
Plant Operation and Maintenance	1,230,555	2,618	1,637
Transportation	624,380	605	877
Costs of Students Tuitioned Out	149,791	N/A	N/A
Other	4,824	10	201
Total	8,359,200	16,887	16,236

Additional Expenditures

Land, Buildings, and Debt Service	153,471	327	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	746,976	41.5	34.6
Noncertified Personnel	356,101	19.8	14.6
Purchased Services	95,887	5.3	5.8
Tuition to Other Schools	82,511	4.6	21.8
Special Ed. Transportation	80,772	4.5	8.5
Other Expenditures	436,093	24.2	14.7
Total Expenditures	1,798,340	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.0	78.9
State	21.8	18.9
Federal	2.1	2.1
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 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	0	N/A	0	N/A	0	N/A
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	247	72.5	247	66.6	62	59.8
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	267	72.3	267	66.6	70	59.1
Eligible for Free or Reduced-Price Meals	25	68.9	25	65.9	8	*
Not Eligible for Free or Reduced-Price Meals	242	72.7	242	66.6	62	60.0
Students with Disabilities	32	55.6	32	48.2	11	*
Students without Disabilities	235	74.6	235	69.1	59	62.4
High Needs	53	61.4	53	55.6	16	*
Non-High Needs	214	75.0	214	69.3	54	63.0
District	267	72.3	267	66.6	70	59.1

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			
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	87.0	83.8	N/A	N/A	145	85.5
Curl Up	96.1	89.7	N/A	N/A	145	93.1
Push Up	79.2	82.4	N/A	N/A	145	80.7
Mile Run/PACER	93.5	98.5	N/A	N/A	145	95.9
All Tests - District	71.4	66.2	N/A	N/A	145	69.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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	72.3	75	48.2	50	96.4	67.1
	High Needs Students	61.4	75	40.9	50	81.8	55.9
Math Performance Index	All Students	66.6	75	44.4	50	88.7	62.2
	High Needs Students	55.6	75	37.1	50	74.2	50.5
Science Performance	All Students	59.1	75	39.4	50	78.8	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	49.2%	100%	49.2	100	49.2	55.4%
	High Needs Students	44.8%	100%	44.8	100	44.8	49.8%
Math Academic Growth	All Students	58.6%	100%	58.6	100	58.6	61.7%
	High Needs Students	60.4%	100%	60.4	100	60.4	53.7%
Chronic Absenteeism	All Students	3.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.9%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		97.3% 69.0%	75%	46.0	50	92.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				569.1	800	71.1	

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	61.4	13.6	16.7	
Math Performance Index Gap	69.3	55.6	13.6	18.7	
Science Performance Index Gap	63.0	N/A	.	16.6	
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	97.5
	High Needs Students	96.7
Math	All Students	97.5
	High Needs Students	96.7
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: 50.2**

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

The New Hartford Public Schools developed School Improvement Plans for each school for the second year in a row. In addition to the School Improvement Plans, the district developed a 5 year long range Strategic Plan that serves as a blueprint for the priorities and needs of the district. These plans focus on improving services for all students. One of the goals of the district is to differentiate instruction. The district is using the "workshop" model to deliver differentiated instruction in every content area.

The district invested in Professional Development for staff for our new math program. We included paraprofessionals in our training sessions to ensure that every staff member had the capacity to meet the needs of every student. The district is in the process of modifying our SRBI program as well. Our district SRBI team made up of many stakeholders is being trained on "best practice" interventions. These interventions will help students overcome the most acute learning challenges. Our goal is to provide a system of interventions that will allow students to become life long learners.

The district continues to develop initiatives that prevent truancy. The New Hartford Public Schools belong to the Torrington Judicial Truancy Commission that is comprised of school districts across Litchfield County. This group of districts meet 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 district has promoted many "Curriculum Nights" for parents to review our new curriculum initiatives. The district offered several math parent workshops that highlighted the aspects of our new math curriculum. The series of workshops were well attended and gave parents a new insight into how their children learn math. The district also offered a parent night to review the new Sexual Abuse Prevention curriculum. This night was well attended as well. Finally, parents have the ability to view our Math/Language Arts on-line. Parents can view the scope and sequence of these disciplines in order to understand the learning goals of their children. Parents can work with their child on content that is available on-line. All of these initiatives allow each parent the opportunity to build on the skills that their child is learning in the classroom.

The New Hartford Public Schools strives to ensure that parents are partners with the school system. The district uses several platforms to communicate with each stakeholder in the district. The district updated the website to increase transparency with our parents and community. Social Media platforms such as Twitter and Facebook have been instrumental in highlighting the accomplishments of the district. Each school uses an electronic Friday Folder to disseminate upcoming programs and activities to each parent. The Superintendent of Schools utilizes Open Houses and newsletters to convey the goals of the district.

Parents continue to be a very important part of the fabric of the school community. Parents have served on the Strategic Planning, Enrollment Analysis, School Climate, and Wellness Committees.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Hartford Public Schools work 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. Our curriculum materials encompasses the rich cultures of our country and world. Our Social Studies Curriculum continues to incorporate content about Native Americans and immigration. We continue to celebrate the diversity in the world and how diverse cultures impact the world. Our Spanish Language/Cultural program is offered 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 also offers Enrichment classes to students in our intermediate school. These enrichment classes offer a multi-cultural experience for every student. Students are taught about various cultures across the world. Students also experience the culinary aspects of the cultures they are studying.

As part of our curricular offerings, students attend the Native American Museum and Ellis Island. Students learn about the rich history of our country and how different cultures have positively impacted our society.

The New Hartford Public Schools continue to offer the opportunity for students to attend Interdistrict Magnet Schools. Several students make the decision to attend CREC Magnet Schools in the greater Hartford area. Students are successfully making the transition to these magnet schools. The magnet schools are theme based and offer a plethora of educational opportunities.

The New Hartford Public Schools offers technology based distance learning opportunities for students. Our students interact with students from all over the country and world. Students engage poets and authors through skyping. Students learn how to construct various narrative, informational, and opinion prompts. Students also learned about constructing poems through our Poet Laureate Program. Students utilize many technology based platforms to develop their poems. Students use on-line resources to research their topics. Students compile a district poem book. The proceeds from the poem book are given to charity.

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Equitable Allocation of Resources among District Schools

The New Hartford Public Schools develop a pre-kindergarten through grade six wide budget that is carefully crafted to provide equitable resources throughout the district. The district continues to offer additional programs that benefits every student in the district. It has become increasingly difficult to maintain and add programs to meet the needs of every student because of budget constraints. Even with this challenge, the New Hartford Public Schools continues to excel in offering programs. The district offered a full day Pre-K program again for four year olds, Talented and Gifted program for 5th and 6th graders, Sexual Abuse/Awareness, Mindfulness and Dyslexia training for staff members.

There are multiple intra-district committees formed that ensure each school receives an equitable share. The committees include Capital Plan, School Climate, Safety/Security, Wellness, Personnel, PDECC, and Strategic Planning. All of these committees provide valuable input to the budget development process. Every stakeholder is given an opportunity to provide input.

The district will utilize a newly developed Strategic Plan to identify the priorities and needs of the entire district.