

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



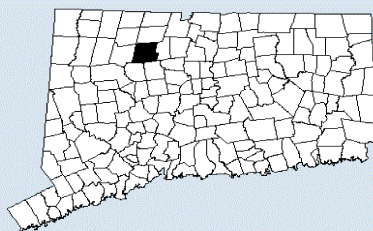
New Hartford School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	456
Per Pupil Expenditures ¹	\$17,631
Total Expenditures ¹	\$8,286,459

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	226	49.6	48.4
Male	230	50.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	9	2.0	5.1
Black or African American	*	*	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	14	3.1	3.3
White	423	92.8	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	51	11.2	36.7
Students with Disabilities ¹	59	12.9	14.8

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	7	3.2	*	*
Male	7	3.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	11	2.7	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	11.1	0	0.0
District	14	3.2	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

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	30.7
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	12.2
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	3.7
Hispanic or Latino	1	2.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	45	97.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	10.5

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	17	85.0
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	42	82.4
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	20	4.3	5.2
Other Health Impairment	15	3.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	2.6	1.8
All Disabilities	55	11.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,886,292	11,030	9,847
Instructional Supplies and Equipment	86,832	196	287
Improvement of Instruction and Educational Media Services	67,712	153	589
Student Support Services	315,479	712	1,120
Administration and Support Services	1,002,885	2,264	1,905
Plant Operation and Maintenance	931,534	2,103	1,648
Transportation	665,650	663	904
Costs of Students Tuitioned Out	307,674	N/A	N/A
Other	22,401	51	208
Total	8,286,459	17,631	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,698,826	3,835	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	730,189	34.7	33.8
Noncertified Personnel	440,001	20.9	14.5
Purchased Services	128,813	6.1	5.5
Tuition to Other Schools	225,404	10.7	23.4
Special Ed. Transportation	125,123	6.0	8.7
Other Expenditures	452,401	21.5	14.1
Total Expenditures	2,101,931	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.5	80.0
State	17.7	17.9
Federal	1.6	1.9
Tuition & Other	0.2	0.2

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	9	*	9	*
White	231	75.5	229	69.3
English Learners	*	*	*	*
Non-English Learners	248	75.1	246	69.1
Eligible for Free or Reduced-Price Meals	37	66.4	37	62.4
Not Eligible for Free or Reduced-Price Meals	213	76.5	211	70.2
Students with Disabilities	31	56.5	31	47.7
Students without Disabilities	219	77.7	217	72.1
High Needs	59	63.4	59	57.3
Non-High Needs	191	78.7	189	72.7
District	250	75.0	248	69.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	79.3	65.2	N/A	N/A	127	71.7
Curl Up	96.6	85.5	N/A	N/A	127	90.6
Push Up	74.1	65.2	N/A	N/A	127	69.3
Mile Run/PACER	96.6	91.3	N/A	N/A	127	93.7
All Tests - District	60.3	46.4	N/A	N/A	127	52.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	67.6
	High Needs Students	63.4	75	42.2	50	84.5	57.5
Math Performance Index	All Students	69.0	75	46.0	50	92.0	62.7
	High Needs Students	57.3	75	38.2	50	76.4	52.0
ELA Academic Growth	All Students	68.7%	100%	68.7	100	68.7	60.7%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.6%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	61.9%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.4%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	8.6%	<=5%	42.9	50	85.7	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.9% 52.8%	75%	35.2	50	70.3	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				545.1	750	72.7	

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	63.4	11.6	15.9	
Math Performance Index Gap	72.7	57.3	15.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	98.1
	High Needs Students	95.4
Math	All Students	97.3
	High Needs Students	95.4
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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

The New Hartford Public Schools continue to 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, art and literature. The district's curriculum materials encompasses the rich cultures of our country and world. The Social Studies curriculum continues to incorporate content about Native Americans and immigration. The district offers 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 also offers Enrichment Classes to students in our intermediate school. The 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 participate in the State of Connecticut's Interdistrict Magnet School program There are several students from New Hartford that participate in this program. Students successfully make the transition to the CREC Magnet Schools and back to our district.

The district started the STEAM Program during the 2017-2018 school year. The Science, Technology, Engineering, Art and Math program allows students to learn digitally and across many technology platforms. Students have learned in a collaborative manner with students across the country and world. Students have learned the importance of respecting diversity and different cultures in the world.

The district promotes diversity through our Art curriculum. Students learn about different cultures in the world through projects and various art works. These projects culminated in the district wide Art Fair. Students demonstrated their deep understanding of how art has impacted numerous cultures over the course of history.

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Equitable Allocation of Resources among District Schools

.The New Hartford Public Schools develop a budget for the Pre-Kindergarten through grade 6 students. This 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. Although it has been increasingly difficult to increase educational programs in New Hartford, the district has increased its offerings. The Talented and Gifted Program has been expanded to grades 3 and 4 for the 2018-2019 school year. The new Pre-Kindergarten Program is thriving, and the district added the STEAM, Unified Sports, and RISE program to meet the specialized needs of our students.

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

The district will continue to analyze the Strategic Plan to identify goals and priorities.