

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



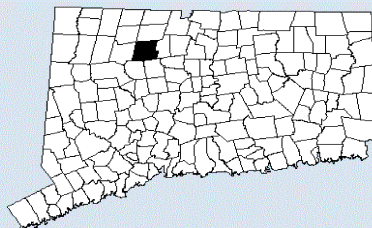
New Hartford School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	437
Per Pupil Expenditures ¹	\$17,674
Total Expenditures ¹	\$8,236,265

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	213	48.7	48.4
Male	224	51.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	8	1.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	3.4	3.8
White	410	93.8	51.1
English Learners	6	1.4	8.3
Eligible for Free or Reduced-Price Meals	77	17.6	43.3
Students with Disabilities ³	59	13.5	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	7	3.4	0	0.0
Male	9	4.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	14	3.6	*	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	8	10.0	*	*
Students with Disabilities	*	*	*	*
District	16	3.8	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	29.9
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	30.5

¹ In 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	46	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	16	*
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	41	82.0
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	1.6	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	4.3	5.7
Other Health Impairment	8	1.8	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	16	3.7	1.8
All Disabilities	56	12.8	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,510,283	\$11,825	\$10,923
Support services - students	\$122,096	\$274	\$1,277
Support services - instruction	\$219,346	\$492	\$682
Support services - general administration	\$383,449	\$860	\$467
Support services - school based administration	\$434,819	\$975	\$1,021
Central and other support services	\$56,998	\$128	\$679
Operation and maintenance of plant	\$830,455	\$1,862	\$1,718
Student transportation services	\$620,395	\$1,361	\$1,288
Food services	\$8,424	\$19	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$50,000	\$112	\$59
Total	\$8,236,265	\$17,674	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$779,533	44.5	28.5
Instructional Aide Salaries	\$394,850	22.5	10.1
Other Salaries	\$499	0.0	11.1
Employee Benefits	\$273,659	15.6	13.0
Purchased Services Other Than Transportation	\$141,212	8.1	5.7
Special Education Tuition	\$103,103	5.9	22.5
Supplies	\$10,726	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$47,474	2.7	8.0
Equipment	\$2,044	0.1	0.2
All Other Expenditures	\$616	0.0	0.1
Total	\$1,753,716	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	79.4
State	17.8
Federal	2.0
Tuition & Other	0.9

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	3.8%	<=5%	12.2%
	High Needs Students	7.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

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<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The New Hartford Public Schools update our School Improvement Plans each year. Each school has initiated a School Improvement Committee that reviews the district goals and school goals. The committee is comprised of stakeholders from across the school. Each School Improvement Plan is aligned with the District's Strategic Plan. An integral part of the School Improvement Plans are parent and community outreach efforts. The district makes a concerted effort to solicit input from our special education stakeholders. The New Hartford Public Schools asks parents to complete a survey each year on how special education services are delivered. In addition, a district wide School Climate survey is completed by every parent in the district. The district receives valuable input that is incorporated into our School Improvement Plans. The district implemented a Special Education School Improvement Plan for the first time last year. The plan specifically identifies measurable goals to improve delivery of instruction. The district continued to implement our R.I.S.E. program again last year. This unique program meets the needs of our medically fragile special needs population. After the COVID-19 crisis, we plan to implement our Unified Sports Program again in the district. This very successful program was initiated several years ago to strengthen our special education students' relationship with our school community.

The New Hartford Public Schools hired a Social Worker during last year's budget cycle to engage parents on the importance of attending school on a consistent basis. This Social Worker will work throughout our district to meet the social and emotional needs of all of our students. The Social Worker will work with our district's School Psychologists to deliver our new Social-Emotional (RULER) approach. This approach is a best practice designed through Yale University.

The district continues to empower staff to partner effectively with all families. During Distance Learning, the district provided training to staff on various learning platforms to enhance this new learning experience for all students. Staff improved their synchronous instructional strategies through extensive training. This training allowed staff to partner with parents in profound ways.

The district initiated a virtual "Google Classroom" night to engage parents on the main platform that is utilized for students to engage in the district's Distance Learning Plan. The night was a huge success. Many parents feel more comfortable using this platform.

The district developed a New Hartford Public Schools 'Learning Hub' to compliment the state's Learning Hub. This resource allows parents to access learning activities throughout the school year. These learning activities are aligned with our district's curriculum.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Hartford Public Schools continue to work with area magnet schools to ensure that students understand the school choice opportunities that are presented to them. The district has approximately 3% of our students attending area magnet schools.

The district developed an Advanced Manufacturing Program with Goodwin University. We are currently entering the second year of this exciting new program. Our 6th grade students are working with our Media Specialist and a Professor from Goodwin University on complex problem solving and 21st century skills. We are initiating the program with our 5th graders this year. The program will culminate with a celebration of students from various socio-economic backgrounds from across the state. This celebration will take place at Goodwin University in the spring. Our students will be able to develop relationships with their peers from across the state.

The district continues to plan activities that highlight the rich diversity in our state. Our intermediate school plans an annual visit to the Native American Museum to study the numerous contributions of Native Americans. Many of our student field trips revolve around the contributions of individuals from diverse backgrounds. Our curriculum is continually updated to ensure that our district follows all of the state's new curriculum mandates.

The district initiated a new 1-1 device program for every student. This program ensures that every student will receive an equitable education. Students will be able to access our new Distance Learning Plan without interruption and with efficiency. We have created a "Help Desk" to help parents and students navigate this new learning system. The district's technology specialists will help students and parents transition to Distance Learning.

The district partnered with our Food Service Program to serve free meals to all of our students during the COVID-19 crisis. The district served hundreds of free meals last spring.

The district will partner with a new Food Service provider this year to offer free meals to every student. This scenario will help reduce any economic isolation in relation to food distribution.

With the elimination of food isolation, our students will be able to focus on their emotional well being.

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Equitable Allocation of Resources among District Schools

The New Hartford Public Schools work diligently to ensure that every student need in the district is met. The district administrators plan accordingly each year to meet the needs of every learner in each school. Our School Improvement Plans focus on differentiated instruction and the workshop model. Each teacher focuses on individual plans for students.

The district orders supplies and materials for every student in the district. The Superintendent of Schools meets individually with each district administrator to ensure equity in the process. Each administrator submits a detailed budget to the Superintendent and Business Manager.

A perfect example of this process relates to the district's Technology Plan. This five year plan accentuates on how each school will receive equitable technology resources. Each student in the district received a Chromebook, and each classroom will receive a Promethean Interactive board to enhance our instructional strategies. In addition, each school received numerous access points to allow staff and students to log on to our software systems equitably.