

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Mark Benson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name New Hartford Senior High School

(As it should appear in the official records)

School Mailing Address 33 Oxford Road

(If address is P.O. Box, also include street address.)

City New Hartford State NY Zip Code+4 (9 digits total) 13413-2637

County Oneida County

Telephone (315) 624-1214 Fax (315) 624-1209

Web site/URL http://www.newhartfordschools.org E-mail mbenson@nhart.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Robert Nole E-mail bnole@nhart.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Hartford Central School District Tel. (315) 624-1218

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Paul Piotrowski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	97	100	197
11	121	95	216
12 or higher	106	99	205
Total Students	324	294	618

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2014	653
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0 %
2 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Spanish

7. Students eligible for free/reduced-priced meals: 14 %
Total number students who qualify: 92

8. Students receiving special education services: 10 %
57 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 3 Autism
- 1 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 20 Other Health Impaired
- 29 Specific Learning Disability
- 2 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	54
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	99%	99%	99%	96%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	222
Enrolled in a 4-year college or university	68%
Enrolled in a community college	28%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	2%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

We will ensure a stimulating educational environment where everyone can learn, succeed and is valued. We will continually strive for excellence.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

New Hartford Senior High School is centrally located in a village neighborhood that preserves much of the heritage of its eighteenth century New England founders. Nestled in the Adirondack Mountain foothills in what was once the heart of the Iroquois Confederacy, the town serves as the commercial center of the Utica-Rome metropolitan area. A community of highly educated professionals call New Hartford home. Many residents are leaders in local business and industry, as well as key contributors to centers of learning with their own rich history, such as Hamilton College, Colgate University, Pratt Institute, Utica College, Mohawk Valley Community College (MVCC), and State University of New York (SUNY) Polytechnic Institute. As such, neighboring communities have come to expect continued leadership from the township, especially as the Mohawk Valley region strives to transform itself from a post-industrial hub to an innovative technology center.

Despite great economic challenges, New Hartford Senior High School continues to be a success story. Though the region has experienced a near half-century of economic decline, the value of a New Hartford Senior High School education has only grown over the years. The world may have ‘flattened’ in that time, but teachers, parents, and school leaders have gone to great lengths to ensure that a New Hartford graduate’s horizons may be limitless. Given that many New Hartford Senior High School students are the children and grandchildren of New Hartford students themselves, the Senior High continues to nurture a legacy of leadership.

For many generations, New Hartford Senior High School has embodied the values of its community by establishing and maintaining a tradition of excellence that provides immense opportunities for its students. A majority of these opportunities are geared towards college and career preparation, and all towards developing lifelong learners and exemplary citizens. The Senior High graduates nearly two hundred students a year, and more than 95% of those students enroll in a two or four year college. New Hartford Senior High School benefits from the precursors inherent in its kindergarten through grade nine curriculum. The instruction at its three elementary schools and junior high school integrate essential habits of mind, a wide breadth of content knowledge, and academic skills appropriate for each stage in a child’s development and crucial for high school success. Enrichment programs, academic acceleration, and honors study are offered to students in all core subject matters in grades 7-12. The Senior High’s guaranteed and viable curriculum blends the best practices of tradition and research much as the school’s century-old footprint has evolved to feature a recently added wing to host modern science, technology, engineering, and mathematics (STEM) classrooms.

Upon arriving at the Senior High, New Hartford students are prepared to embark on an academic journey that features seventeen Advanced Placement courses with no enrollment prerequisites. Students are invited to participate in a comprehensive interscholastic athletic program. Many Senior High students find that their first forays into the world of music as elementary students result in their participation in the Senior High’s award winning marching band. Our leaders of tomorrow are very much leaders of today, honing their abilities to think, communicate, and collaborate with others not only in the classroom, but also in extracurricular programs such as the state and nationally recognized Model United Nations Club. Favorable class sizes allow students to more readily make academic and personal connections, which only encourages them to reach outside the school walls for even greater opportunity. For example, many Senior High students enroll for half of the instructional day at the regional Career and Technical school for hands-on training in increasingly popular fields such as high-tech manufacturing and nanotechnology. Students get a head start on college by enrolling in dual-credit coursework through academic partnerships with nearby MVCC and SUNY at Albany.

The Senior High School supports all students in a personalized way, through its summer school program, academic intervention services, learning support centers, after-school study sessions, and a devoted high school faculty who are recognized leaders throughout the region and state. The faculty share the sensibility that they are all teachers of reading and writing. That esprit de corps especially shines through during each eighty minute instructional period that the Senior High School devotes to all of its core classes, giving teachers time and space to guide students in becoming more proficient in any variety of skills, including twenty-first century learning skills in cloud-based technologies and small group collaboration. A full time social worker, and three full time school counselors guide Senior High School students through the trials and tribulations of teenage life, as well as tending to their immediate academic needs and long term career objectives.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The New Hartford Central School District Framework for Teaching promotes high quality teaching by promoting effective instructional practices. The Framework for Teaching was crafted by District leaders to guide instruction for teachers exclusively at New Hartford. It is one of five locally developed teacher evaluation rubrics approved by the New York State Education Department. This Framework, along with our Effective Communicator writing program, New York State Department of Education mandates, and Common Core Learning Standards, provide the overall basis for Senior High learning standards. They also provide specific guidance for how students acquire foundational skills.

New Hartford Senior High offers the final three years in a four year English Language Arts sequence that includes New York State Regents coursework and Regents Assessments aligned with the Common Core Learning Standards. ELA students study American and English literature, and may choose from ELA courses in journalism, and Advanced Placement English Literature and Advanced Placement English Language and Arts. Mathematics students are required to study algebra and geometry in New York State Regents/Common Core Learning Standards aligned courses, and many New Hartford students go on to study Algebra 2/Trigonometry, Pre-Calculus, and Advanced Placement Statistics, as well as Calculus AB and Calculus BC. Math students also have the option of enrolling in a dual-credit course in introductory statistics through a partnership with MVCC.

Science students begin their coursework in Living Environment, and proceed to advanced coursework in Chemistry, Physics, electives in Anatomy/Physiology as well as the option of enrolling in a number of science AP courses in Biology, Chemistry, Physics I, Physics II, and Environmental Science. Social Studies students are required to study in a two-year Global History and Geography course, as well as coursework in United States History and Government, both of which are assessed by the New York State Regents. Students are also required to study Participation In Government and Economics, and may choose electives in Psychology and Humanitarian Law. Students have many options in Advanced Placement coursework in the social sciences, including European History, United States History, United States Government and Politics, Macroeconomics, and Psychology. If Senior High School students enroll in just four AP courses in social studies, they are well on their way to completing an introductory college sequence in a social science major. Ultimately, instruction in the four core curriculum areas, in which students practice and deepen their understanding of new knowledge, prepares New Hartford students for college and career.

In fact, New Hartford was celebrated in a recent New York State report for being one of only three districts in the region to earn highest marks for college and career readiness, based on student performance on statewide secondary school assessments. Senior High graduates are extremely confident about their higher education prospects. Each year, ninety-five percent or more of Senior High graduates enroll in a two or four year college, ranging from our strong community colleges to major research universities. School leaders continue to monitor the success of Senior High students in college and beyond through regional symposia with recent graduates. In addition, the New Hartford Foundation, an alumni association, provides crucial feedback to help the Senior High shape its future. Most recently, college students have informed high school officials that their training in the core subject areas more than prepared them for college. Their enrollment in New Hartford's many AP offerings prepared students for college level work as well as earning college credit. Alumni suggestions that New Hartford augment its STEM-based offerings has resulted in a significant response from the district. Starting next year, the District will offer AP Computer Programming, thus extending the computer programming sequence beyond the introductory course. Also, the District is training teachers in the latest techniques in cloud-based learning in hopes of preparing New Hartford students for an academe and workplace that rely more and more on personalized, online learning.

Student results on local, state, and College Board assessments shape and inform instruction at New Hartford Senior High. Grades K-12 curriculum committees review each curriculum area through a comprehensive review and alignment cycle. While this cycle renews every several years, teachers and administrators meet each semester to analyze common benchmark assessment results in order to immediately inform instruction.

Overall, through decades of hard work, New Hartford Senior High offers what educational researchers have long hoped for: a guaranteed and viable curriculum for all students.

2. Other Curriculum Areas:

New Hartford Senior High prides itself on teaching the whole student, providing for a student's physical and social well-being in ways that our core curriculum may not. Part of promoting a New Hartford student's well being is to provide him or her with significant coursework to open new opportunities for lifelong, 21st century learning and wellness.

The Senior High maintains a robust World Languages department that offers instruction in Latin, French, and Spanish. Senior High students may also participate in a Mandarin Chinese language and culture program. This class, conducted at the Senior High is broadcast across the region as part of a state-wide Mandarin learning consortium.

New Hartford Senior High physical education and health instructors were employing data-shaped instructional methods long before the trend became popular. For years, physical education and health education instructors applied the latest health research in designing and implementing lesson plans. Instruction during physical education allows students to determine and achieve their own fitness goals. Students are taught safe methods of resistance training and are challenged by personalized metabolic workouts. Such instruction helps students attain the ideal of a strong mind and strong body while establishing a foundation of physical fitness to last a lifetime.

Throughout their New Hartford education, students become keenly aware of the relationship that creativity plays in constructing new knowledge, greater opportunities, and solutions to societal challenges. The Senior High School provides art and music instruction at a time in a child's life when he or she is perhaps most ambitiously creative. Coursework in the creative arts, music, and drama form a basis. Many students go on to explore their artistic interests as a Marching Spartan in the high school marching band and color guard. Senior high students contribute at every level to the production of stage musicals as members of the high school performing arts company, Masque. Thus, New Hartford Senior High students contribute greatly to an overall tenor of artistic exploration and endeavor, which has led the National Association of Music Merchants (NAMM) Foundation to applaud the district as one of the "Best Communities for Music Education."

New Hartford Senior High considers itself a catalyst and driver of technological innovation. It hopes to do so by providing students preparation for college level work in STEM fields as well as help earn New Hartford students college credit in math and engineering programs. All of the Senior High's STEM classes emphasize twenty-first century learning skills that leverage cloud-based technologies for academic research and publication. One of the advantages in implementing these strategies was the District's early adoption of Google Apps for Education. With Google's consent, such early adoption qualified the district to brand the software "Spartan Apps," in honor of the school mascot. Senior High engineering students have the opportunity to enroll in several AP courses offered in math and science. Many choose to enroll in a sequence of courses offered by the national high school engineering program Project Lead The Way (PLTW). Students are introduced to the essentials of manufacturing and design, as well as computer programming. In addition, students earn college credits along the way through PLTW's partnership with Rochester Institute of Technology. To underwrite all of this, the district recently completed a multi-million dollar capital improvement project that invested tens of thousands of dollars in technology equipment, as well as a new STEM wing to the Senior High to host all STEM related classes.

3. Instructional Methods and Interventions:

Instruction at New Hartford Senior High School is guided by our Framework For Teaching, as well as a number of proven academic intervention programs. The Framework for Teaching addresses all of the eight New York State Teaching Standards, and is the fruit of generations of instructional best practice. Over the years, the District has relied on the work of a number of noted educational researchers. As such, our Framework for Teaching takes special care to integrate instructional best practice based on the work of

Robert Marzano, David Sousa, Cris Tovani, Doug Lemov, Carol Ann Tomlinson, and Grant Wiggins. With the Framework for Teaching as a foundation, high school teachers are able to leverage the district's Curriculum Alignment Process (CAP) to developed data-shaped action plans for every passing year of instruction, creating a viable, guaranteed curriculum for high school students. Through CAP, teacher teams are able to evaluate student achievement on common benchmark assessments and hone future instruction in the Senior High's core courses.

The Senior High has found great success in preparatory coursework in mathematics and sciences. An aspect of our school culture, high school students are encouraged to challenge themselves by taking on increasingly demanding coursework. Thus, prep courses in Calculus and Biology topics have allowed many students greater access to college level coursework that will better prepare them for the rigors of college and career.

The humanities at the Senior High School embrace the latest in communications technology, such as Google Apps for Education, but continue to benefit from instructional methods that have proven effective for generations. English classes are guided by the O'Dell Education model for a structured approach to literacy. Thus, ELA students are trained to read closely and critically, make evidence-based claims in their oral and written reports, and conduct research to yield a depth of knowledge on a range of topics. Senior High students learn to defend their claims in research essays and during Socratic seminars.

Senior High students benefit from the use of STAR testing, an adaptive computer assessment, to monitor the progress of students that have been identified in need of academic intervention services. The Senior High offers both a 15:1 student-teacher and 12:1:1 student-teacher-teacher's assistant classroom setting when most appropriate for high school students. Senior High administrators host weekly screening meetings with counselors, as well as social and health care professionals, to consistently monitor risks that may interrupt student learning.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

New Hartford Senior High School utilizes a number of benchmark assessments to shape instruction and employs specific protocols to share assessment results with various stakeholders. Both New York State Regents and Advanced Placement exams form the basis of data from which teachers may acquire the best information to evaluate present instructional methods and propose instructional changes for coursework in the future. STAR testing is the Senior High's primary tool to monitor the progress of students identified with special needs. Senior High teachers attend periodic data evaluation meetings with the Senior High Principal, as well as the District's Instructional Support Specialist. Though all student data may not require immediate action, this periodic evaluation serves an important purpose to setting the agenda for CAP conducted by high school teacher teams each year to inform and refine instruction for the coming year.

Both students, teachers, parents, and community members have an interest in student achievement at the Senior High. The District utilizes a parent-student information portal on available on a student information system so that families may monitor academic progress throughout the year. The parent-student portal has proved to be an effective supplement to the traditional student report cards issued four times a year at the end of each instructional term. While the public at large may not require daily or weekly updates on high school student achievement, the District publishes a number of achievement updates. These updates arrive in the form of direct-mail newsletters and as features on the school website. Public correspondence details student achievement on Regents and AP test scores for any given year. Readers will also find that exam scores are placed in a greater context, allowing the public to see how New Hartford student achievement compares to student achievement across New York State, in the case of Regents exams, or across the country, given the plethora of Advanced Placement tests administered at the Senior High.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of New Hartford Senior High School is shaped namely by its students and faculty, its administrators and alumni, all of whom nurture an atmosphere that is inspiring and empowering. A reverence for the past mingles with an enthusiastic preparation for future challenges. Passing through the main school entrance, plaques commemorating the careers of devoted teachers, high school jerseys of noted alumni athletes, and banners celebrating accomplishments in the arts reinforce a tradition of accomplishment and leadership. Portraits of pivotal school leaders that hang throughout campus urge members of the school community to contemplate a career devoted to excellence in education.

When traveling through the school corridors, one is propelled by a continual array of student artwork. Each work contains inspirational quotes and evocative imagery that students have gleaned from their study of great thinkers, scientists, writers, and artists. The Senior High has built sturdy institutions, such as its AP European History program, cited by the College Board as one of the best programs of its kind. It also supports student activity groups such as Students for Justice and Equality to help students take informed action in addressing the greatest social issues of the day, such as accepting social diversity and leveling the global economic playing field.

The Senior High campus is an integral part of town life. An open-lunch policy allows all Senior High School students to frequent local eateries and businesses, creating a college-town ambiance mid-day and as classes adjourn. The James Meyer Performing Arts Complex is one of the main centers for town cultural life, offering a state-of-the-art venue for student and community performances, guest lecturers and public discourse.

Thus, Senior High students are continually engaged and motivated throughout the year, called to shape their best selves, to discover what Abraham Lincoln called “the better angels of our nature.” Faculty mentors, three high school guidance counselors, and a full time social worker guide students in this journey. With each passing year, student achievement in academics, the arts, and athletics continue to shine, surpassing the accomplishments of previous generations of New Hartford Spartans.

Excellence in teaching is at the heart of the Senior High School. The District’s exclusive, self-published New Hartford Framework for Teaching provides an informative basis for effective instructional practices. Now in its second edition, the Framework is the culmination of decades of best-practice coupled with the latest educational research. It provides a common language of instruction for teachers and learners to develop every episode of learning.

2. Engaging Families and Community:

Held each autumn, Senior High Curriculum Night provides families and teachers a special evening to set expectations and devise strategies to meet their academic goals. A clear factor in a student’s academic success in New Hartford is the support students get from home. A student’s academic journey in any given year is in many ways an ongoing conversation between teachers, students, and caregivers. Parents discover what a Senior High teacher does to create a safe and supportive learning environment and to help students practice and deepen their understanding of new knowledge. Students learn how to set reasonable and achievable expectations for their learning. Teachers see the evening as another benchmark in their continuous mission of professional growth.

Throughout the year, student success is underwritten by the vital and ongoing partnership with the Parent-Teacher-Student Association (PTSA) and the New Hartford School Foundation. The PTSA sponsors a number of events throughout the year that cultivate an atmosphere of collegiality and academic accomplishment. The organization is a main driver behind the Homecoming Pep Rally and Winter Semi-Formal Dance. The PTSA hosts a reception for Senior Recognition Night, a special evening during which the entire community celebrates the various accomplishments of its graduating students. The Senior High

relies on the PTSA's support in bringing to the District noted presenters such as safe driving advocate Jacy Good and youth development, parenting expert Dr. Debbie Gilboa. Each year, the Senior High faculty looks forward to the generosity and hospitality of the PTSA during Staff Appreciation Week. In addition, the entire Senior High community benefits from the dedication and care that members of the PTSA devote to the National Parent Teacher Association (PTA) Reflections Program that each year encourages students to express themselves in the arts and humanities within a new theme.

The New Hartford School Foundation is a coalition of alumni, teachers, parents, and school leaders that broadens opportunities in all aspects of the Senior High experience. It helps purchase the latest in educational technology to promote 21st century learning skills and technology proficiency in every classroom. Its gift of a concert grand piano to the James A. Meyer Community Performing Arts Complex has provided an essential performance element in the arts. The Foundation has been instrumental in athletics, particularly with facilitating the gift of an interactive scoreboard at the Senior High's Don Edick Stadium, named for a legendary New Hartford teacher and coach. The group oversees academic scholarships, such as the John Lloyd Memorial Fund, named in honor of a former student. Not least, teachers are eligible for New Hartford Foundation grants, that most recently have resulted in the purchase of Lumens document cameras for the classroom.

3. Professional Development:

A hallmark of New Hartford is high-quality, coordinated professional development that is customized to teachers' and the District's needs. Workshop content is directly tied to state and local initiatives and aligns with the District's overall strategic plan to ensure that all students reach or exceed New York State learning standards. Teachers study best practices, reflect on their current practice, collaborate with colleagues, and share and gain expertise. This results in increased learning and excellent results for students. A renewing cycle of reflection, collaboration, revision and implementation is a cornerstone of the District's professional development.

The professional development continuum for teachers and administrators begins with the New Teacher Induction Program. This district-created program addresses the needs of teachers who are new to the district. Teachers and administrators are paired with experienced mentors and participate in a multi-year program based on the New Hartford Framework for Teaching.

Professional development is ongoing and offered in three broad categories: implementing best practice in instruction, using results to improve instruction, and addressing individual needs of students. Teachers participate in professional book studies, face-to-face workshops, locally developed online courses, and professional learning communities. For example, teachers who joined professional book studies of Carol Dweck's book, *Mindset*, have helped students develop growth mindsets and positive attitudes about challenging experiences. Teachers in face-to-face workshops learned the powerful instructional techniques in Doug Lemov's book, *Teach Like a Champion*. These teachers now use these techniques to check students' understanding and engage all students in learning. Working as professional learning teams, math and English teachers created instructional units aligned with Common Core Standards. Online workshops are provided, allowing all teachers to participate and thus expanding the positive impact on students.

One initiative that had tremendous positive impact on students focused on literacy instruction in all content areas. All Senior High teachers worked directly with literacy expert, Cris Tovani, learning why they need to teach students how to read their content and how to teach them to read it. The impact of this experience was profound. It is now commonplace for Senior High students to read from science and math journals, primary sources, technical manuals, maps, charts, newspapers, and online media. As a result, graduates report that they are well prepared for the expectations of college and career.

Because of its commitment to professional development, New Hartford fulfills its mission to have a highly effective teacher in every classroom.

4. School Leadership:

Essentially, every person at New Hartford Senior High, along with the entire school community, is part of our leadership structure, because each individual plays a role in the District's mission. That mission is "to ensure a stimulating educational environment where everyone can learn, can succeed, and is valued." Our mission further states that "we will enable all students to acquire the knowledge, skills and attitudes needed to be lifelong learners and productive members of a changing society." This is a shared responsibility of all stakeholders, ranging from the two hundred Senior High sophomores to the seven Board of Education members. The District Superintendent, alongside two Assistant Superintendents for both curriculum and business affairs, guide the school community towards realizing its commitment to ensure an effective teacher in every classroom. The Senior High Principal, with the careful assistance of the Dean of Students, ensures that the District's overall mission becomes a core vision for Senior High students. That vision is to graduate students who are well prepared to succeed in a rapidly changing world. New Hartford Senior High graduates must understand and be able to apply the essential skills and concepts they have learned in their content area courses. Equally important, they must develop and demonstrate the attitudes and abilities necessary for lifelong learning: the ability to think, communicate, collaborate with others and direct their own learning. Simply stated, they must know how to use their minds well. These goals will be achieved by ensuring that all students earn a Regents Diploma and by requiring all students to demonstrate proficiency in the District's performance standards. Senior High leaders take on the mantle of leadership throughout the region and across New York State. Many Senior High faculty members present at regional and state conferences on best practices in curriculum and instruction. New Hartford Central School has boasted seven National Board Certified Teachers, with six teaching at the secondary level. In addition, four Senior High School teachers have earned the latest high distinction for instruction in math and science: New York State Master Teacher. Our locally developed New Teacher Induction Program was showcased at the New York School Boards Association State Conference. The District's Effective Communicator program, that ensures writing instruction and assessment in all content areas, has been shared and implemented in more than thirty schools across New York State, and has had great success at the Senior High level. Ultimately, school leadership is codified in the New Hartford School District Framework for Teaching. This framework embodies decades of educational best practice, and is a cornerstone of the District's Annual Performance and Professional Review Plan (APPR).

Part VI – INDICATORS OF ACADEMIC SUCCESS

New Hartford Senior High School is built on a foundation of highly trained professional staff members, motivated students, engaged parents, and a supportive school community. From this foundation, the high school excels in the New York State Regents Program, allowing students to acquire the knowledge and skills to succeed in high school and beyond.

In addition, the Senior High participates in a robust Curriculum Alignment Process (CAP). The District has supported CAP for the past thirteen years to keep its curriculum current, aligned and guaranteed for all students.

The overarching goal of CAP is to promote a shared responsibility for improving results through teamwork. Teachers work as teams, and consider their individual work in a larger context, taking into account our local prioritized curriculum, New York State mandates, and a thorough understanding of the Common Core Learning Standards.

Upon establishing teams for grade level bands and departments, team members are provided with relevant student testing data, which can include local assessments, New York State assessments, or other designated assessments. The data is analyzed systematically by skill or concept. This provides insight into areas of improvement which ultimately leads to the development of Curriculum Action Plans that specify the actions to be implemented towards improved student achievement. This further assists with updating curriculum and assessments, revising units and making other changes in planning for the upcoming school year.

Additionally, the local prioritized curriculum is reviewed and amended to reflect improved alignment with New York State Learning Standards. Adjustments are also made for time allotted for teaching units. Local benchmark assessments and end-of-course assessments are revised to parallel learning standards, and action plans, as well as curriculum/assessment changes, are communicated to the entire staff.

Our Senior High School students continue to outperform typical New York State percentages in State Regents Examinations. For example, in 2015, 97% of Senior High students passed the Comprehensive English exam and 79% achieved mastery, as compared to 83% passing and 38% mastery across New York. In a math course such as Geometry, 99% of Senior High students passed the Regents examination, with 62% scoring mastery, as compared to 72% passing and 22% achieving mastery across the State. Our AP program continues to produce high achievers. In 2015, 73% of our students scored a 3 or higher on AP exams, consistently outperforming New York and national mean scores on 14 different exams.