

U.S. Department of Education
2022 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) 624-1248 Fax (315) 624-1209

Web site/URL
<https://www.newhartfordschools.org/site/Default.aspx?PageID=22> E-mail mbenson@nhart.org

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* Dr. Cosimo Tangorra Jr. E-mail ctangorra@nhart.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Hartford Central School District Tel. (315) 624-1000

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 Mrs. Pamela King
(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, leave blank.*

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	126	90	216
11	110	116	226
12 or higher	78	82	160
Total Students	314	288	602

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6.4 % Asian
 - 1.2 % Black or African American
 - 5.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84.4 % White
 - 2.6 % 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 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

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, 2020 until the end of the 2020-2021 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2020	602
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Burmese, Chinese, Gujarati, Hindi, Italian, Korean, Portuguese, Russian, Spanish, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 0 %
3 Total number ELL

7. Students eligible for free/reduced-priced meals: 16 %

Total number students who qualify: 99

8. Students receiving special education services with an IEP or 504: 9 %
55 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>28</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	52
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 12:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	96%	96%	96%
High school graduation rate	100%	100%	100%	100%	98%

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 2021.

Post-Secondary Status	
Graduating class size	197
Enrolled in a 4-year college or university	70%
Enrolled in a community college	19%
Enrolled in career/technical training program	2%
Found employment	5%
Joined the military or other public service	1%
Other	3%

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. 2016

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

The New Hartford Central School Community ensures an engaging, student-focused environment where everyone can learn, succeed, and is valued. We are committed to excellence, integrity, citizenship, and innovation.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[http://web2.moboces.org/policies/newhartford/0015%20Equal%20opportunity%20and%20prohibition%20of%20discrimination%20and%20harassment%20\(including%20sexual%20harassment\).pdf](http://web2.moboces.org/policies/newhartford/0015%20Equal%20opportunity%20and%20prohibition%20of%20discrimination%20and%20harassment%20(including%20sexual%20harassment).pdf)

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

PART III – SCHOOL OVERVIEW

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 of its 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, and SUNY Polytechnic Institute. As such, neighboring communities have come to expect continued leadership from the township, especially as the Mohawk Valley region as a whole strives to transform itself from a post-industrial hub to an innovative technology center.

Despite great economic challenges, New Hartford Senior High continues to be a success story. Though the region has experienced a near half-century of economic decline, the value of a New Hartford 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 high school continues to nurture a legacy of leadership.

For many generations, New Hartford 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. Graduating nearly two hundred students a year, more than 95% of those students ordinarily enroll in a two or four year college. New Hartford High School benefits from the precursors inherent in its grade K-9 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 high school’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 STEM wing--to host modern science, math, and pre-engineering classrooms-- and Community Performing Arts Complex.

Upon arriving at the Senior High School, New Hartford students are well-prepared to embark on an academic journey that features a multitude of Advanced Placement courses with no enrollment prerequisites. Students are invited to participate in a comprehensive interscholastic athletic program. Many high school students find that their first forays into the world of music as grade schoolers result in their participation in the Senior High’s award winning marching band. The district’s leaders of tomorrow hone 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 an academic partnership with nearby Mohawk Valley Community College.

The high school supports all students in a personalized way, through its summer enrichment programs, 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 the seventy-five minute instructional time that the high school devotes to all of its core classes, giving teachers time and room to guide students in becoming more proficient in any variety of skills, including “21st century learning” skills in cloud-based technologies and small group collaboration. A full time social worker and three full time guidance counselors guide New Hartford 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, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The overarching philosophy in approaching instruction across the subject areas is student-focused. The culture of New Hartford Senior High School is shaped 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.

The New Hartford Central School District Framework for Teaching promotes high quality teaching by identifying effective instructional practices. The Framework for Teaching is approved by the New York State Education Department for the exclusive use by the district, and has relied on the collective wisdom of New Hartford teachers and administrators over several decades in conjunction with our partnership with Doug Lemov and associates. This framework, along with our Effective Communicator writing program, New York State Department of Education mandates, and National Common Core Learning Standards, provide the overall basis for high school learning standards. They also provide specific guidance for how students acquire foundational skills. 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. Block scheduling at the high school creates longer instructional blocks for implementing innovative and in-depth learning strategies with fewer distractions.

1b. Reading/English language arts curriculum content, instruction, and assessment:

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 a number of ELA electives in film studies, drama, journalism, and Advanced Placement American Literature.

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. Teachers of these courses have worked together with their department members in grades 7 through 9 to ensure that students' knowledge continues to build upon that which has already been learned in previous years. For example, students begin writing research-based papers in eighth grade and proceed to write more and more complex research papers in each subsequent grade level until they reach their most complex and involved papers during their junior and senior years.

Students also benefit greatly from this department's firm belief in authentic assessment, often giving students the benefit to choose from multiple performance-based options when completing a unit. One such assessment is the eleventh grade team's use of Socratic seminar where students are asked to research both sides of a culturally relevant topic before then being randomly assigned to two opposing, debating teams.

While the curriculum includes classic literature, students also have exposure to some of the most cutting edge works - for example, students in 11th grade English class spend time examining Lin Manuel Miranda's musical, Hamilton, tying in the literary elements that they have spent their senior high years developing. Curriculum such as this is frequently maintained and adjusted to suit the changing needs of learners in New Hartford. Through our district's Curriculum Alignment Process (CAP), teachers are given the opportunity to analyze data from the past year and implement any changes necessary. This evidence-based approach to curriculum alignment ensures that curriculum is individually tailored to the ever-changing needs of today's students, especially given the challenges that the pandemic presented.

The humanities at New Hartford 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. Teachers frequently benefit from the use of Google Docs which allows edits to be made in real time as students work both in and out of school.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics students at New Hartford Senior High enjoy their selection of many different course offerings. While students are required to study algebra and geometry in New York State Regents/Common Core Learning Standards aligned courses, New Hartford students often go on to study trigonometry, pre-calculus, and Advanced Placement courses in Calculus I and II, Statistics, and Computer Science A. Math students also have the option of enrolling in a dual-credit course in Elementary Statistics and Algebra Topics through a partnership with Mohawk Valley Community College, both of which offer students the chance to expand their foundational mathematical knowledge.

Teachers in this department work very closely together to ensure that New Hartford's viable and guaranteed curriculum is being granted to each math student: courses share the same calendar, assignments, and assessments allowing teachers the ability to analyze longitudinal assessment data and implement any changes necessary to meet the needs of changing learners. Benchmark assessments are used throughout the semester in each course to ensure learners are progressing at the rate necessary in finding success on Regents exams and future courses.

An aspect of our school culture, high school students are encouraged to challenge themselves by taking on increasingly demanding coursework. This often means that students spend extra time with math teachers in order to stay abreast of the content being covered during class. New Hartford Senior High's math students benefit from sections of Math Lab built into the master schedule which allow any students with study hall the opportunity to meet with a math teacher to review, re-teach, or obtain assistance on homework.

Math teachers incorporate pedagogy from Doug Lemov's Teach Like a Champion and David Sousa's How the Brain Learns in their day to day teaching. When walking through classrooms, strategies such as No Opt Out, Right is Right, and Format Matters can be evidenced in math classrooms as teachers continue to hold students to their personal best in not only providing answers, but also in asking questions all while using the correct vocabulary. Teachers allow students class time to reflect through math journaling and Exit Slips, and visual aids are incorporated into lessons and built into classroom designs. Students can often be seen using individual whiteboards or answering questions on their devices as quick ways of ensuring student engagement and learning.

The recent addition of 1:1 computer devices has enabled our math instructors to further develop a flipped classroom instructional model. Teachers have spent time recording videos for students to watch at home so that they do not fall behind or to watch if they need extra clarification. Google Forms has been used as a format for both formative and summative assessment, giving teachers the ability to analyze incoming results in real-time. Through our district's Curriculum Alignment Process (CAP), teachers are given the opportunity to analyze data from the past year and implement any changes necessary. This evidence-based approach to curriculum alignment ensures that curriculum is individually tailored to the ever-changing needs of today's students, especially given the challenges that the pandemic presented.

1d. Science curriculum content, instruction, and assessment:

New Hartford Senior High offers a strong and varied science curriculum for all students. In accordance with New York State Learning standards, science teachers promote an experiential and investigative approach through not only the teaching strategies and pedagogical choices being made within the classroom, but also through the laboratory experiences teachers design and implement in order to allow a totally immersive, hands-on means of student access to material. Science enrollment at the high school is at an all-time high. The recent additions of courses such as Advanced Placement Environmental Science and Biotechnology, combined with traditional science offerings, grant students access to a wide range of opportunities.

Building upon experiences that students have in their foundational Living Environment Regents course,
NBRS 2022

teachers build activities, lessons, and assessments that spiral curriculum and allow students to build upon prior knowledge. For example, students in AP Environmental Science use lessons they have learned in both Living Environment and Biology to assist them in physically mapping out the transmissibility of air- and/or food-borne disease in a lab that sees an entire section of our science hallway taken over with posters and notes on the walls. AP Environmental Science students are also challenged to pre-emptively solve real-world problems such as dealing with the potential effects of a nuclear power plant or how to battle climate change. Students in Chemistry are asked to use other domains of knowledge as they are tasked with bringing awareness to what a “mole” is through spanning out around the school and hosting their own mini-lesson sessions. Labs offered by our teachers in Chemistry, Physics, and Biology leave students wanting more as they leave the room with true, physical representations of the topics being covered. One of the highlights of the Chemistry curriculum includes students making ice cream as one of their end-of-year lab activities. Teachers firmly believe in the power and importance of pair and small group work and students can often be seen working together to complete tasks and lab work.

The department utilizes benchmark assessments for each unit of study to ensure a guaranteed and viable curriculum across the discipline. Curriculum Standards and Benchmarks are matched to state and standardized exams. Local tests are developed as an ongoing means of measuring student progress. Results on these assessments are examined as part of our district’s Curriculum Alignment Process (CAP), where teachers are given the opportunity to analyze data from the past year and implement any changes necessary. Teachers have been training in using Google Suite and often use Google Forms, Google Sheets, and Google Docs to not only assess student learning but also to collect information from students pertaining to lab activities being worked on in class and to actively promote collaboration between and among students.

Locally, our school district is actively pursuing inroads to the recent regional initiative, Nano Utica, which will spotlight world class science-based opportunities for our students miles from our school building. Teachers and administration will continue to explore the possibilities that these soon-to-be open sites may offer to our students.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Students in New Hartford Senior High’s social studies courses are asked to take an inquiry-based approach to better examine major turning points in history. This enables New Hartford students to understand the immediate impact of key historical events, identify social science trends, and evaluate the long-range impact of significant leaders, cultures, and movements. While New Hartford offers the necessary two-year Global History/Geography course, as well as United States History and Government, Participation in Government and Economics, students may also choose from electives offered within this department such as Psychology and Humanitarian Law. Students also have many options in Advanced Placement coursework in the social sciences, including AP European History, United States History, Comparative Government, Macroeconomics, and Psychology. If New Hartford 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.

Teachers of these courses within the high school build firmly on the reading and writing skills that students in the social sciences have been honing since their junior high years and prior. As in our English department, students enrolled in both required social science courses and electives are asked to complete reading assignments that allow for outside perspectives on the topics being covered in classes. Students in Economics design a model for a business that would benefit our local community and present to classmates, while students in AP Psychology can be seen creating and posting messages of care and compassion to help foster a community of increased mental health awareness. It is clear that teachers in this department are focused on much more than merely teaching the curriculum.

Assessments come in the traditional written formative and summative form, but also in forms that often allow students the creative license to expand from that model. Teachers in this department frequently give students access to authentic and performance-based assessment through providing them the option to create movies with classmates that cover certain topics, or create board games that act as review opportunities for all students. Students in AP Government are tasked with creating their own political platform and to design

and create a website where potential voters would land to have the chance to explore these student-candidates, giving students first-hand experience with what truly takes place on a local, state, national, and global basis. Students gain a true appreciation for the world outside their town through the offerings of the social science department.

As in our other departments, teachers in the social sciences department participate in the Curriculum Alignment Process (CAP) where they are given the opportunity to examine benchmark assessment data and compare it with data obtained from previous years in order to make judgements as to what should be implemented in the coming year to best serve our students.

1f. For secondary schools:

New Hartford Senior High envisions itself as 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 helping earn New Hartford students college credit in math and engineering programs. All of the high school's STEM classes emphasize 21st 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 permission, such early adoption qualified the district to brand the software "Spartan Apps," in honor of the school mascot. New Hartford pre-engineering students have the opportunity to enroll in several Advanced Placement 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." 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 Project LEAD's partnership with Rochester Institute of Technology.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Throughout their New Hartford education, students become keenly aware of the relationship that creativity plays in creating new knowledge, greater opportunities, and solutions to societal challenges. Coursework in the creative arts, music, and drama form a foundation. All students must earn a total of one credit in Art and/or Music. Students may also fulfill this graduation requirement by completing Project Lead the Way's Design and Drawing for Production (DDP) Students can earn a 5-credit sequence in Art, Music, or Technology in place of the 3-credit World Language requirement for the Advanced Regents Diploma 5-credit Sequence Options. Art offerings are numerous. For example, students may enroll in studio art, a course that engages the student in a variety of activities, which explore media, techniques, and methods used to create visual art. Or Digital Photography, a half credit course designed to introduce students to the basic functions of the camera, and how to create and manipulate digital images. The senior high also offers 3D design, which is an introduction to the basic elements and principles of three-dimensional design and sculpture. Students may enroll in painting, where they will work with different techniques and methods using acrylic and watercolor paints, or ceramics which is an introductory course in basic clay construction. Students who pursue art further, such as in Advance Art, will be expected to develop and refine their artwork to a level which reflects their artistic capability. The student's portfolio will maximize their potential towards achieving their higher educational and career goals in the field of visual arts.

In music, students may participate in choir, symphonic band, or the senior high orchestra where high performance standards are established. All students must receive a half-credit of musical education to graduate. Students who are serious about music are encouraged to sign-up for music theory. This introductory course focuses on the fundamentals of music reading and notation with emphasis on listening, dictation, and sight-singing skills.

Many students go on to explore their artistic selves 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,” a very popular extracurricular program. Thus, New Hartford Senior High students contribute greatly to an overall tenor of artistic exploration and endeavor, which has led the NAMM Foundation to applaud the district as one of the “Best Communities for Music Education.” Students may also choose to participate in the Tri-M music honor society or other musical extracurricular activities such as drum line or jazz ensemble. The high school maintains a robust World Languages department that offers instruction in Latin, French, and Spanish. High school students may also participate in a Mandarin Chinese language and culture program, and, though featured at the high school, is broadcast across the region as part of a state-wide Mandarin learning consortium. Students are introduced to the essentials of manufacturing and design, as well as computer programming. Students may enroll in introductory or advanced placement computer programming classes, and in addition, students may earn college credits along the way through Project Lead the Way’s partnership with Rochester Institute of Technology. The senior high also offers coursework in business, personal finance, forensics, and biotechnology. When our students attend Career and Technical Education at our regional education facility at Oneida-Herkimer-Madison BOCES students are prepared to enter the high tech workforce as well as in mechanical and electrical careers.

3. Academic Supports

3a. Students performing below grade level:

New Hartford Senior High tailors instruction for students performing below grade level. The goal is to provide ample support to high school students and actively apply those supports to their daily learning tasks. For example, the senior high's Response to Intervention (RTI) program is a system that examines student performance in the classroom by closely monitoring student progress. RTI provides a tiered approach to classroom academic support. In Tier 1, students are periodically evaluated based on classroom work and district testing provided to all students. Students identified as needing additional instructional help receive assistance in many ways. This can be through whole class instruction with targeted practice. The teacher continues to monitor the student’s progress with classroom data and determines whether the child is responding to the intervention or whether the intervention needs to be changed or modified. Teachers would introduce a Tier 2 level intervention when a student does not respond to Tier 1 interventions after a sufficient time period, he or she may move to small group instruction with a Tier 2 intervention. Tier 2 intervention is in addition to the student’s regular classroom instruction and provides the student with more time and opportunities for practice. This may be done with the AIS teacher if it is determined necessary. During this time the student’s progress will be monitored regularly to determine if the intervention is working.

A Tier 3 intervention may be warranted Tier 3 if a student does not make expected progress, with Tier 3 involving a special education referral. It allows teachers to make sound instructional decisions based on that information. Students may be identified as needing additional instructional help and they may receive assistance in several ways. This can be through whole class instruction with targeted practice. The teacher continues to monitor the student’s progress with classroom data and determines whether the child is responding to the intervention or whether the intervention needs to be changed or modified. The senior high's academic intervention services (AIS) provides consistent support in ELA and math. AIS services differ from RTI in that AIS services are provided solely outside of the classroom. The senior high conducts weekly screenings with a student support team to determine if there are recent instances of students in need of support. An onsite social worker consistently provides support to struggling learners in order to more holistically support student achievement.

3b. Students performing above grade level:

New Hartford Senior high offers twenty AP courses; dual credit courses as well as four world languages. Each of our high performing students meet with a school counselor and a social worker is available to help support their achievement, and our social workers partner with wrap around services offered through Oneida County. These courses are available not only to those with a demonstrated high academic track record but also to those who are looking to challenge themselves and or better prepare for the rigor of college courses.

New Hartford Senior high has established a framework so that all high achieving students may be honored for performing above grade level. The Board of Education has adopted a policy to determine this framework. All students achieving designated levels of excellence will be honored. Past honors such as pictures in the paper and any other special publicity, will be awarded to those students achieving either “With High Honors” or “With Highest Honors” designation. Those students achieving “With Highest Honors” designation should receive the accolades and honors formerly reserved for the Valedictorian/Salutatorian. The achievement of standards becomes the goal rather than competition among students. The school is not arbitrarily indicating a finite number of scholars, but is setting various standards for students to achieve. The motivation and quality of the students will determine how many are honored in any given year.

3c. Special education:

New Hartford Senior High ensures that pupils with disabilities have the same opportunity to participate in district programs including extra-curricular programs and activities, which are available to all other pupils enrolled in the District. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, resource room services and other group or individual supplemental or direct special education instruction. The senior high's instructional support team establishes a process to review student learning needs in order to create a supportive learning structure. The instructional support team involves guidance counselors, classroom teachers, school administrators, the senior high social worker, and the director of student services.

Special education services include direct and indirect consultant teacher services, resource room, and 12:1:1. In addition to specialized programming, the special education teachers push into a number of classrooms to provide additional support to students with disabilities as well as the general education population. This push-in model may include co-teaching, small group work, and/or management support. Our 12:1:1 program is designed to instruct students in the least restrictive environment. Students are mainstreamed into the general education setting with teacher assistant support. The student is also scheduled for individualized instruction time (IIT). During this block of time, the students work with the special education teacher and teaching assistant on IEP goals, classwork, re-teaching, pre-teaching, or reviewing material. Related services are provided to the students at the recommendation of the Committee on Special Education. Services may include speech therapy, occupational therapy, physical therapy, vision therapy, and counseling. Based on what the student needs, the recommendation may include the service as a pull-out in an individualized setting or as a push-in to provide services within the general education setting.

3d. English Language Learners, if a special program or intervention is offered:

There is not a special program or intervention offered because of lack of need.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

There is not a special program or intervention offered because of lack of need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The culture of New Hartford Senior High School is student-focused. Even during the immense challenges posed by the Covid-19 pandemic, students understood that they were the priority. The senior high made an immediate shift to distance learning, providing computers and technical support for all students to become virtual learners. Teachers devoted countless hours to redefining their classrooms for a virtual space. They refined those practices as the pandemic continued so that courses of study would be minimally impacted. Teachers demonstrated that they were still devoted to preparing students for the rigors of college and career. Meanwhile, they supported students' social and emotional well-being by ensuring that they stayed connected to the senior high school community. Students were reminded of their central role at the senior high when they returned to campus late in the spring of 2021. They returned to a campus where they still drew inspiration from decorated school corridors featuring plaques commemorating the careers of devoted teachers, high school jerseys of noted alumni athletes, and banners celebrating accomplishments in athletics, academics, and the arts all serving to 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 down 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. New Hartford High School has built sturdy institutions, such as its Advanced Placement European History program, cited by the College Board as one of the best programs of its kind; it also supports student activity groups like “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 high school 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 ambience mid-day and as classes adjourn. The James Meyer Performing Arts Complex is one of the main centers for town cultural life, a state-of-the-art venue for student and community performances, guest lecturers and public discourse.

2. Engaging Families and Community:

If “Commencement Day” is one bookend to another successful year at New Hartford Senior High School, “Curriculum Night” serves as another crucial bookend as well. Held throughout the district each autumn, “Curriculum Night” at the high school provides families, students, and teachers a unique evening to focus solely on how teachers and students may prepare and set expectations for the academic challenges that lay in the school year ahead. Though held throughout the district each autumn, “High School Curriculum Night” provides families and teachers a special evening to set expectations for the academic year, as well as devise strategies to conquer the academic challenges that lay ahead. 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. “Curriculum Night” assists families in setting a necessary criteria for such a conversation. Parents discover what a New Hartford 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 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 high school’s “Homecoming” Pep Rally and Winter Semi-Formal Dance. The PTSA hosts a reception for the high school’s “Senior Recognition Night,” a special evening during which the entire community celebrates the various accomplishments of its graduating students. The

high school relies on the PTSA's support in bringing to the district noted education presenters such as Jacy Good and Debbie Gilboa. Each year, the high school faculty looks forward to the generosity of hospitality of the PTSA during staff appreciation week. In addition, the entire high school community benefits from the devotion and care that members of the PTSA devote to the National 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, and school leaders that broadens opportunities in all aspects of the high school student 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 Meyer Community Performing Arts Complex has provided an essential performance element in the arts. The Foundation has also been instrumental in athletics, particularly with facilitating the gift of an interactive scoreboard at the high school's "Don Edick Stadium" (named for long-serving and legendary New Hartford teacher and coach). Not least, teachers have traditionally been eligible for New Hartford Foundation grants to augment classroom opportunities.

3. Creating Professional Culture:

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 the state learning standards. Teachers study best practices, reflect on their current practice, collaborate with colleagues, and share and gain expertise, resulting in increased learning and excellent results for students. This 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 Teaching Framework.

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 a tremendous positive impact on students focused on literacy instruction in all content areas. All high school 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 high school 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 High School, along with the entire school community, is part of our leadership structure, because each person 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. All

stakeholders take part in a shared-decision making process. This past year, the Board of Education, in collaboration with New York State school boards association, revised its vision and mission statement to reflect contemporary challenges while looking ahead to what students will need to remain lifelong learners. This process involves strategic planning that depends on fostering collaboration with stakeholders throughout our community, including new employers. This is a shared responsibility, from the two hundred high school sophomores to the seven member Board of Education. The District Superintendent, alongside two Assistant Superintendents for both curriculum and business affairs, guides the school community towards realizing its commitment to ensure an effective teacher in every classroom. In a major sense, the superintendent serves as a “leader of leaders” throughout the district. The high school principal, with the careful assistance of the Dean of Students, helped turn the district’s overall mission into a core vision for New Hartford High School students. That vision is to graduate students who are well prepared to succeed in a rapidly changing world. Shared decision making is bolstered by active participation on the part of academic department chairs. Board of education committees devoted to curriculum, budget, and facilities serve as a liaison between faculty, administration, and the Board of Education as a whole. Equally important, senior high school teachers have the ability to be teacher leaders by leading professional development programs for their peers at our Teacher Center.

New Hartford High School leaders take on the mantle of leadership throughout the region and across New York State. Many high school 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 New Hartford High School teachers have earned the latest high distinction for instruction in math and science: New York State Master Teacher. Our Teacher Center program has been showcased at the New York School Boards Association State Conference.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning at New Hartford Senior High draws inspiration from the New Hartford Board of Education Diversity Statement. Adopted in July 2020, the statement acknowledges that the entire school community must stand in solidarity to confront challenges of diversity, equity and inclusion. The Board signaled that it would devote district resources to support such a commitment. In the spring of 2022, the district convened a Diversity, Equity, and Inclusion task force. This task force aims to review current educational practices; solicit stakeholder feedback; assess the school climate; collaborate with experts; and implement new programs. Members of the senior high school community are active participants on the task force. They are actively pursuing ways to fulfill the New York State Education Department’s framework for Culturally-Responsive-Sustaining Education Framework. The task force, and the senior high as a whole, gives students a voice in expressing their points of view regarding the role that diversity, equity, and inclusion plays in student life. The district’s DEI task force is currently conducting a diversity and equity audit, and has assigned several different stakeholder groups to host diversity dialogues, review the current student code of conduct, improve communication with households, promote greater student engagement, and inform best practices in the hiring of diverse faculty and staff. The senior high faculty and administration actively engages students in dialogue to take immediate action and long term steps to provide greater opportunities for inclusive learning experiences. The student group Students for Justice and Equality set the tone for members of the student body to mobilize efforts to address topics of mutual concern.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The senior high school participates in a robust Curriculum Alignment Process (CAP). The District has supported the Curriculum Alignment Process for the past thirteen years to keep its curriculum current, aligned and guaranteed. CAPs' overarching goal is to promote a shared responsibility for improving results through teamwork. Teachers work in teams, and consider their individual work in a larger context, taking into account our local prioritized curriculum, state mandates, and a thorough understanding of the Common Core State 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 such as STAR. The data is analyzed systematically by skill/concept. This provides insight into areas of improvement which ultimately leads to the development of curriculum action plans that specify the interventions that will be implemented to improve results. 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 staff.

Our high school students continue to outperform typical New York State percentages in State Regents Examinations. For example, in 2021, 93% of New Hartford students passed the English Language Arts exam (state average is 86%); 95% of students passed the Algebra I exam (state average is 76%); 93% of students passed the Living Environment exam (state average is 80%); and 84% of students passed the Earth Science exam (state average is 66%). Our Advanced Placement program continues to feature outstanding student accomplishments. In 2021, 67% of our students scored a 3 or higher on AP exams.