

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



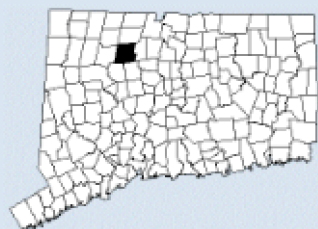
New Hartford School District

Jeffrey Sousa, Superintendent • 860-379-8546 • <http://www.newhtfd.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	3
Enrollment	433
Per Pupil Expenditures	\$21,588
Total Expenditures	\$10,103,268

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	198	45.7	48.4
Male	235	54.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	27	6.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	16	3.7	4.8
White	388	89.6	45.1
English Learners/Multilingual Learners	6	1.4	11.3
Eligible for Free or Reduced-Price Meals	74	17.1	44.8
Students with Disabilities	107	24.7	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	8	4.4	0	0.0
Male	15	6.9	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	0.0
White	21	5.8	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	8.5	0	0.0
Students with Disabilities	*	*	*	*
All Students - District	23	5.7	*	*
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	29.4
General Education Paraprofessionals	7.0
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	19.0
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	30.3

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	2.1	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	46	95.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	4.3	6.8
Teachers	2	5.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	32	97.0
Other Health Impairment	20	90.9
Other Disabilities	0	0
Speech/Language Impairment	16	*
All Disabilities - District	81	92.0
All Disabilities - State		68.0

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

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	12	2.9	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	33	8.0	6.5
Other Health Impairment	22	5.4	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	20	4.9	2.0
All Disabilities	95	23.2	17.8

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

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	*	*	4.5

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

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$6,772,165	\$14,470	\$13,471
Support services - students	\$181,536	\$402	\$1,826
Support services - instruction	\$289,491	\$640	\$972
Support services - general administration	\$506,668	\$1,121	\$568
Support services - school based administration	\$568,699	\$1,258	\$1,274
Central and other support services	\$9,226	\$20	\$761
Operation and maintenance of plant	\$939,969	\$2,080	\$2,125
Student transportation services	\$835,513	\$1,778	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$10,103,268	\$21,588	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$981,286	31.5	26.4
Instructional Aide Salaries	\$631,251	20.2	10.1
Other Salaries	\$166,386	5.3	10.5
Employee Benefits	\$476,194	15.3	13.3
Purchased Services Other Than Transportation	\$225,474	7.2	6.8
Special Education Tuition	\$450,985	14.5	22.8
Supplies	\$9,348	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$173,570	5.6	8.7
Equipment	\$3,055	0.1	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$3,117,799	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	30.9
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	76.8
State	16.8
Federal	5.6
Tuition & Other	0.7

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	20	65.4	20	67.3	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	208	74.8	208	69.0	55	75.2
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	65.3	41	63.1	13	*
Not Eligible for Free or Reduced-Price Meals	194	75.6	194	70.0	51	74.5
Students with Disabilities	62	57.5	62	52.8	18	*
Students without Disabilities	173	79.6	173	74.5	46	80.7
High Needs	88	62.8	88	59.2	25	56.7
Non-High Needs	147	80.4	147	74.5	39	81.8
All Students - District	235	73.8	235	68.8	64	72.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	86.5	80.0	N/A	N/A	107	83.2
Curl Up	94.2	90.9	N/A	N/A	107	92.5
Push Up	73.1	77.8	N/A	N/A	106	75.5
Mile Run/PACER	90.2	94.5	N/A	N/A	106	92.5
All Tests - District	62.7	64.8	N/A	N/A	105	63.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.8	75	49.2	50	98.4	64.7
ELA Performance Index	High Needs Students	62.8	75	41.9	50	83.8	54.9
Math Performance Index	All Students	68.8	75	45.8	50	91.7	61.1
Math Performance Index	High Needs Students	59.2	75	39.5	50	78.9	50.6
Science Performance Index	All Students	72.0	75	48.0	50	96.0	62.6
Science Performance Index	High Needs Students	56.7	75	37.8	50	75.6	52.1
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	60.6%
ELA Academic Growth	High Needs Students	47.1%	100%	47.1	100	47.1	55.7%
Math Academic Growth	All Students	65.2%	100%	65.2	100	65.2	62.3%
Math Academic Growth	High Needs Students	60.6%	100%	60.6	100	60.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	5.7%	<=5%	48.5	50	97.1	17.2%
Chronic Absenteeism	High Needs Students	7.0%	<=5%	46.0	50	92.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	63.8%	75%	42.5	50	85.1	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				633.7	850	74.6	

Physical Fitness Estimated Participation Rate - District: 97.2% | State: 95.6%

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

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.8	12.2	16.9	N
Math Performance Index Gap	74.5	59.2	15.3	18.4	N
Science Performance Index Gap	75.0	56.7	18.3	18.2	Y
Graduation Rate Gap	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

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

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.7
ELA	High Needs Students	96.7
Math	All Students	98.7
Math	High Needs Students	96.7
Science	All Students	98.5
Science	High Needs Students	96.2

Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The New Hartford Public Schools reviews and updates the District Strategic Engagement Plan every year. NHPS engages multiple stakeholders within each school and community. The District Strategic Engagement Plan is presented to the Board of Education and community yearly. District efforts will continue to focus on improving teaching and learning, school climate, and the development of the vision of a learner.

An integral part of our strategic plan is parent and community outreach efforts. The district solicited input from staff and parents relative to school climate and curriculum. The district will continue to attain staff, student and family feedback relative to the needs of the district. Additionally, the district has established virtual access to our Board of Education meetings. Examples of community engagement are our Art Show, Learning Fair, Open Houses, Parent Focus Groups, World Read Aloud Day and Pi Day. NHPS engages its parent community in grade level celebrations of learning. This year NHPS will also engage the parent community in the revision of our report card and the development of the vision of a learner.

The district's Special Education teachers began their certification process for structured literacy supports and services. NHPS Mental Health Team worked to integrate RULER with the new EL curriculum by providing direct support and lesson plans to the general education teachers. NHPS Mental Health Team continued to utilize a social-emotional screener in order to support all students and those specifically with elevated needs through MTSS groups. The use of the RULER curriculum both in working with regular and special education students highlights the district's commitment to improved social and emotional learning. The RULER curriculum supports universal language of SEL skills to support all learners. NHPS integrated Pre-K has expanded to incorporate science based lessons into the curriculum which accompany the collaboration of support providers.

The district continues to increase our mental health supports for students. NHPS partners with the Connecticut Junior Republic to increase counseling opportunities to meet the social-emotional needs of our students. In a combined effort of New Hartford Public Schools and CJR, we were able to provide therapy and counseling to over twenty students, who would not have been able to be connected to therapists and counselors due to a myriad of restrictions. Additionally, NHPS partnered with EdAdvance to increase FTEs, including an additional part-time school counselor.

With this team in place, NHPS is committed to addressing truancy and other student and family needs by visiting homes and working with community organizations. The district's student attendance continues to improve because of our outreach initiatives. NHPS utilizes the BESS screener to identify students in need of mental health supports. Students' academic, behavioral, and emotional needs are all supported through our updated MTSS process with key pieces of data including attendance, discipline, universal screeners and progress monitoring.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Hartford Public Schools continued collaboration with surrounding districts, the Connecticut State Department of Education and regional school districts to reduce racial, ethnic and economic isolation. Some of the district's students attend interdistrict magnet schools. This past school year, five students attended interdistrict magnet schools.

The district continues to plan activities that highlight the rich diversity in our state. Our district partners with Oak Hill to provide unified student performances. The intermediate school will continue its time honored tradition of visiting the region's Native American Museum to study the numerous contributions of Native Americans to the State of Connecticut. Our district partners with our local library to highlight and plan educational activities that revolve around individuals from diverse backgrounds. The district will continue to review our content area curricula to ensure an eclectic selection of reading materials are available for students. One such highlight is the adoption and implementation of our EL language arts curriculum.

NHPS has partnered with various community organizations to decrease food insecurity. New Hartford public libraries have supported all students in obtaining library cards for continuous summer reading initiatives. In addition, the public libraries have partnered with our schools to promote reading selections that match our students' varied ethnic and cultural interests, such as Black History and Hispanic Heritage months.

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Equitable Allocation of Resources among District Schools

The New Hartford Public Schools work diligently to ensure that every student need is met. The district's administrative team meet regularly to develop a responsible budget that equitably devotes resources to every school. The district's 5 year Strategic Plan and Strategic District Engagement Plan highlight the priorities of the district. Each school's climate committee identifies resources that are allocated in an equitable manner. The district continued to invest in academic programs that meet the needs of every learner. New literacy programs allowed for differentiated instruction to occur throughout the district. The flexibility of our adopted Teacher Evaluation model enabled educators to improve their instructional practices to meet the needs of all learners. The New Hartford Public Schools will continue to invest in technology based learning opportunities for every student. The administrative staff continues to work cohesively with the district's PTO. School security measures have also been strategically and equitably implemented.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	2	100.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.