

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



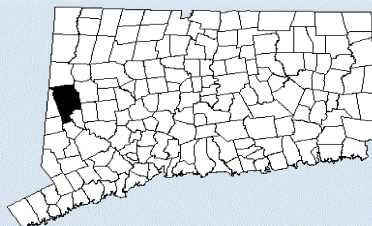
## New Milford School District

Dr. Jeanann Paddyfote, Superintendent • 860-355-8406 • [www.newmilfordps.org](http://www.newmilfordps.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,362
Per Pupil Expenditures <sup>1</sup>	\$13,832
Total Expenditures <sup>1</sup>	\$62,314,358

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)

(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight(EdSight.ct.gov)).

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

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

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

## Students

### October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,074	47.5	48.3
Male	2,288	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	157	3.6	4.7
Black or African American	*	*	12.9
Hispanic or Latino	492	11.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	124	2.8	2.5
White	3,494	80.1	57.2
English Language Learners	127	2.9	6.3
Eligible for Free or Reduced-Price Meals	877	20.1	37.6
Students with Disabilities <sup>1</sup>	581	13.3	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	125	6.1	50	2.4
Male	150	6.7	182	7.8
Black or African American	10	10.6	15	15.3
Hispanic or Latino	39	8.0	22	4.3
White	212	6.2	180	5.1
English Language Learners	9	7.1	7	5.2
Eligible for Free or Reduced-Price Meals	125	14.2	87	9.1
Students with Disabilities	84	15.3	87	13.3
District	275	6.4	232	5.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 4**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	270.5
Paraprofessional Instructional Assistants	18.4
<b>Special Education</b>	
Teachers and Instructors	50.2
Paraprofessional Instructional Assistants	99.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	20.3
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	18.0
Counselors, Social Workers and School Psychologists	21.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	249.4

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	9	2.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	383	97.5	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.4
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	12	54.5	18	72.0
White	142	54.6	231	74.5
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	39.4	37	72.5
Students with Disabilities	11	50.0	27	50.9
District	167	54.9	267	74.4
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	37	50.0
Emotional Disturbance	36	53.7
Intellectual Disability	6	*
Learning Disability	102	62.2
Other Health Impairment	93	72.7
Other Disabilities	10	25.0
Speech/Language Impairment	39	70.9
District	323	59.5
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	76	1.8	1.5
Emotional Disturbance	67	1.6	1.0
Intellectual Disability	15	0.4	0.5
Learning Disability	164	3.9	4.4
Other Health Impairment	129	3.0	2.6
Other Disabilities	57	1.3	1.0
Speech/Language Impairment	56	1.3	1.9
All Disabilities	564	13.3	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	1.8	8.1
Private Schools or Other Settings	28	5.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	34,587,881	7,714	9,134
Instructional Supplies and Equipment	1,003,322	224	334
Improvement of Instruction and Educational Media Services	1,210,133	270	498
Student Support Services	4,268,776	952	1,001
Administration and Support Services	6,955,575	1,551	1,694
Plant Operation and Maintenance	6,161,964	1,374	1,572
Transportation	4,799,011	1,085	813
Costs of Students Tuitioned Out	2,307,049	N/A	N/A
Other	1,020,647	228	186
Total	62,314,358	13,832	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	4,000,062	892	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,418,558	37.5	35.1
Noncertified Personnel	1,946,040	13.5	14.2
Purchased Services	1,895,989	13.1	5.2
Tuition to Other Schools	2,085,099	14.4	22.0
Special Ed. Transportation	1,194,518	8.3	8.6
Other Expenditures	1,893,932	13.1	14.9
Total Expenditures	14,434,136	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.9	73.2
State	22.4	21.8
Federal	1.8	1.9
Tuition & Other	2.9	3.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	75	78.1	76	75.1	33	66.2
Black or African American	*	*	*	*	23	55.1
Hispanic or Latino	220	59.7	225	51.9	95	52.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	49	68.3	49	62.4	22	58.8
White	1715	67.4	1722	61.5	793	60.8
English Language Learners	84	54.1	84	50.6	28	42.6
Non-English Language Learners	2019	67.4	2032	61.2	939	60.5
Eligible for Free or Reduced-Price Meals	391	58.7	393	52.4	177	53.7
Not Eligible for Free or Reduced-Price Meals	1712	68.7	1723	62.7	790	61.5
Students with Disabilities	344	47.9	345	41.9	187	46.0
Students without Disabilities	1759	70.5	1771	64.4	780	63.4
High Needs	659	55.9	660	49.7	317	51.3
Non-High Needs	1444	71.8	1456	65.8	650	64.3
District	2103	66.8	2116	60.8	967	60.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	63.8	64.5	69.1	84.8	1,248	70.0
Curl Up	74.5	83.6	70.7	87.2	1,248	78.8
Push Up	48.9	61.8	64.8	80.9	1,248	63.5
Mile Run/PACER	75.7	76.1	56.4	66.7	1,248	69.0
All Tests - District	33.7	37.0	43.6	52.8	1,248	41.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	28	82.1	84.2	No	85.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	73	76.7	74.8	Yes	76.9
Students with Disabilities	38	55.3	66.3	No	69.4
District	383	89.8	88.8	Yes	89.3
State <sup>4</sup>		87.0			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.1	169	52.0
Male	74.3	153	45.3
Black or African American	*	*	*
Hispanic or Latino	68.1	16	34.0
White	78.9	286	50.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	58.3	20	23.8
Students with Disabilities	*	*	*
District	78.6	322	48.6
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	77.0	95.2
Male	77.7	90.7
Black or African American	*	*
Hispanic or Latino	80.0	*
White	76.6	92.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	58.7	88.2
Students with Disabilities	61.1	*
District	77.3	93.2
State	72.6	88.8

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.8	75	89.1	100	89.1	67.9
	High Needs Students	55.9	75	74.6	100	74.6	56.7
Math Performance Index	All Students	60.8	75	81.0	100	81.0	59.3
	High Needs Students	49.7	75	66.3	100	66.3	47.8
Science Performance Index	All Students	60.0	75	80.0	100	80.0	56.5
	High Needs Students	51.3	75	68.4	100	68.4	45.9
Chronic Absenteeism	All Students	6.4%	<=5%	47.1	50	94.2	10.6%
	High Needs Students	13.3%	<=5%	33.3	50	66.7	17.3%
Preparation for CCR	% Taking Courses	66.2%	75%	44.1	50	88.3	66.1%
	% Passing Exams	48.6%	75%	32.4	50	64.8	37.3%
On-track to High School Graduation		93.8%	94%	49.9	50	99.8	85.6%
4-year Graduation All Students (2014 Cohort)		89.8%	94%	95.6	100	95.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.2%	94%	90.6	100	90.6	77.6%
Postsecondary Entrance (Class of 2014)		77.1%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.5%   41.3%	75%	27.6	50	55.1	87.6%   51.0%
Arts Access		44.6%	60%	37.2	50	74.4	45.7%
<b>Accountability Index</b>				<b>1017.2</b>	<b>1250</b>	<b>81.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.8	55.9	15.9	17.3	
Math Performance Index Gap	65.8	49.7	16.1	19.6	
Science Performance Index Gap	64.3	51.3	13.0	17.2	
Graduation Rate Gap	94.0%	85.2%	8.8%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	92.1
	High Needs Students	91.3
Math	All Students	92.7
	High Needs Students	91.6
Science	All Students	99.4
	High Needs Students	99.1

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 52.9      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2014-15

## New Milford School District

### Equitable Allocation of Resources among District Schools